



The Discrete Trial Trainer

User's Guide

**Accelerations Educational
Software**

From the Founder

As a father of an Autistic child, it is important to me to create effective, robust, and relatively inexpensive tools that target the needs of individuals with learning disabilities. The DT Trainer is a step in this direction, but is very much a work in progress. You the user contribute to this evolution with not only your financial support provided by purchases, but also by your feedback. You the educators and parents understand the needs of the individuals you are teaching. By letting us know what content programs, reinforcers, and features that you need we can help not only you but also many other educators and parents.

I know that these individuals can learn more, go further, and have more rich, fulfilling, and independent lives than what we as a society have been able to provide. With your help, my company will contribute to this effort.

To me this business is not about maximizing profit, but is about maximizing impact. Please let others know about our software. This will help us reach more individuals that need help, and provide us with the revenue that we need to make what you see in our product now just the tip of the iceberg.

Thanks for your interest in the DT Trainer, and again, let us know how we can help.

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Accelerations Educational Software

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Introduction

The Discrete Trial Trainer, referred to throughout this manual as the DT Trainer, was designed to teach individuals with autism and other learning or retention disorders. The current educational content is appropriate for learners developmentally between 2 and 9 years of age. These individuals vary greatly and need highly adjustable software to meet their needs. The configurability within the DT Trainer allows the user to adjust the software for learners with special needs to typically developing individuals.

DT Trainer is a software tool based on a teaching method, referred to as *Discrete Trial*, within the framework of *Applied Behavior Analysis* (ABA). Discrete Trial is a behaviorally-based intervention primarily used for gaining instructional control and as a method for teaching children with autism. During discrete trial instruction, a particular trial may be repeated within a session, multiple sessions, or even many sessions, until the skill is mastered. Varying degrees of prompts (clues) are utilized to increase the probability of a correct response and then gradually eliminated as the learner's abilities increase. Children with disabilities often face many deficits and difficulties in learning; among them are short attention spans and lack of motivation. During discrete trial instruction, tasks are broken down into short, simple trials and as the child's attention span increases, the length of the interaction increases accordingly. As with ABA, discrete trial attempts to build motivation or increase the preferred behavior by positively reinforcing performance of desired behaviors and task completion with tangible or external reinforcement (treats, music, toys, etc.). The external reinforcement is then paired or presented jointly with social/verbal praise with the hope that eventually the praise will become equally reinforcing. The DT Trainer is an automated discrete trial system that supports the teacher or therapist in their educational program. Since the DT Trainer can handle certain repetitious teaching and maintenance tasks, the therapist, teachers, and parents can focus on the generalization, integration, and articulation of the knowledge. For a list of links to information on the Discrete Trial methodology and Applied Behavioral Analysis, visit <http://www.dttrainer.com/methodology/>.

Trial Example: The student is asked to respond to a single and usually a simple command such as "Point to ball." or "How much is one plus one?" If the response is correct, the student receives variable praise ("way to go", "awesome", etc.) and direct reinforcement of the concept being taught. For example the student might receive the verbal reinforcement, "Good job, Bill. One plus one equals two." while " $1 + 1 = 2$ " is displayed.

If the response is not correct, DT Trainer may simply respond with one of the following:

- a correction (visual and verbal reinforcement of the correct response); this is the default response
- verbal “No.” or “Try again.”
- no response or a blank screen
- a combination of the above

This single command and the student’s response is a discrete trial. The DT Trainer automatically captures data on each trial response and then provides you with a variety of reporting formats. Learning is broken down into small simple steps giving the student a high chance of success.

Before you begin using the DT Trainer in your classroom with students or with your child in your home, you should first read this manual. This manual provides you with the information you need to successfully administer and manage the program. This manual addresses classroom use, but most issues also apply to the home and other institutional settings.

This manual explains terms, concepts, and software functions essential to appropriately set up students. This manual includes illustrations and explanations of each step involved, as well as training adjustment information that will be useful at a later time in the student’s training. You should read this book in chapter order because the material is organized in a “progressive” fashion. Later chapters use terms or ideas that are explained in earlier chapters.

Typography Conventions

The following conventions are used in this manual:

- Labels for dialog box components such as tabs, buttons, and text boxes appear as bold text.
- A sequence of selections such as **Common Administration > Programs** means to click the **Common Administration** tab and then click the **Programs** button.
- Terms, URLs, and names of files and folders are italicized.

Getting Started Overview

The DT Trainer CD is self-starting. When inserted into the CD-ROM drive, the system automatically runs an introductory program that provides options for viewing an overview of DT Trainer and installing the DT Trainer to your computer.

To help you get started using the Discrete Trial Trainer, follow the steps below. To use the software successfully, it is critical that you read this manual and familiarize yourself with the content programs and reinforcers before you start setting up and training your child or student(s).

1. Read this manual.
2. Insert the CD and the navigation menu will open automatically. Click the buttons to the left of the menu items to navigate through the available information.
3. Install the DT Trainer Software.
 - See “Installation” on page 1-5.
 - See “Support” on page 1-16 if you experience problems during installation.
4. Familiarize yourself with the software.
 - Start DT Trainer.
 - Double-click the **DT Trainer Administration** icon on your desktop.
 - Review the content programs and reinforcers.
 - Setup a Practice Student.
 - Select **Student Administration > Create Student** to create a practice student.
 - Enter a name like “John Doe”.
 - Follow the instructions to select a training profile, programs, and reinforcers.
 - Exit DT Trainer Administration.
 - Train like a student.
 - Double-click the practice student training icon in the DTT Students folder (to open this folder, double-click the DT Trainer Students icon on the desktop).
 - Familiarize yourself with the student training environment.
 - Practice Administration.
 - Start DT Trainer Administration and using your practice student, familiarize yourself with the administration aspect of the DT Trainer program.
5. Setup the Training Environment.
 - See “Training Environment” for information on ways to make the area used for training better for your students.
6. Start using DT Trainer.
 - Setup Student(s).
 - Start Training.

Note: See Chapter 4, “Getting Started” for detailed information on the previous steps.

Installation

This section covers the hardware and software requirements for DT Trainer, how to install and upgrade DT Trainer, information on upgrading or installing Microsoft Internet Explorer, recommendation for testing reinforcers, and tips for problems such as poor system performance and sound.

System Requirements

The Discrete Trial Trainer has the following software and hardware requirements.

Software Requirements

- Microsoft Windows 95, Windows 98, Windows ME, Windows 2000, or Windows XP (Windows NT is not supported)
- Microsoft Internet Explorer (IE) 5.5 or higher

Minimum Hardware Requirements

- IBM Compatible PC with 200 MHz processor
- 64 MB RAM
- CD-ROM or DVD drive
- 700 MB free disk space
- SVGA monitor
- Multimedia system with good sound card and speakers
- Touch screen if student cannot use mouse
- Head phones (optional if not used in sound sensitive area)

Preferred System

- IBM Compatible 450 MHz processor or faster
- 1 GB free disk space

Related Notes

Various system components effect overall system performance. You may need to judge acceptable performance for your students and their tolerance for system delays. Certain higher level graphics programs (such as the SkipCountingBy... and CtsTo...Coins programs) and reinforcers (such as Blinky) may require a faster processor (450-600 MHz).

A 15-inch or 17-inch monitor is recommended if you need a touch screen (touch screens for 17-inch monitors are much more expensive than those for 15-inch monitors, and 21-inch touch screens cost significantly more).

If your system is running Windows 98, Windows 2000, or Windows ME, you may need to upgrade your Internet Explorer to IE 6.0. IE does not have to be the default browser, but you must have IE installed. DT Trainer needs the multimedia engines that are part of Internet Explorer.

If your system is running Windows 95, you will have to use Internet Explorer 5.5.

See <http://www.dttrainer.com/support/installation/> for additional installation information.

Installing DT Trainer

The following instructions are for an initial or new installation of DT Trainer. If DT Trainer is already installed on your system, refer to “Upgrading DT Trainer” on page 1-8

1. Verify that the system requirements have been met.
2. Update Microsoft Internet Explorer (IE) if version 6.0 is not installed. For more information on installing and updating, see “Upgrading to Microsoft Internet Explorer 6.0”.
3. Install DT Trainer from the CD.
 - a. Insert the CD into the CD-ROM drive. The CD is self-starting and will display a list of options.
 - b. Click **Install DT Trainer**.
 - c. Update Macromedia Flash and Shockwave, when prompted, as instructed.
4. Test the reinforcers.
 - a. Double-click the **DT Trainer Administration** icon on the desktop to start DT Trainer Administration.
 - b. See “Reinforcer Testing” on page 1-8 for detailed information. Reinforcer testing will verify that the operation of sound, video and multimedia engines are working properly.
 - c. Upgrade system drivers or components as necessary.
5. Verify that the system clock is set to the correct date and time.
6. Verify that the touch screen (if being used) responds to touch and that it has been calibrated from the student’s vantage point. See the instructions that came with your touch screen for information on calibrating your touch screen.

7. Verify the system color and screen resolution settings.
 - a. Access the Display Properties dialog box in Windows (right-click on the desktop and then click **Properties**).
 - b. Click the **Settings** tab.
 - c. Change the **Colors** setting to **High Color (16 bit)** or **True Color (32 bit)**.
 - d. Change the **Screen Area** setting to **800 by 600 pixels**.

The DT Trainer displays best in the 16 bit color mode or more. DT Trainer graphics and reinforcers do not look good at 256 colors. Older software may reset your color settings to 256 colors. Our images are optimized for the 800 x 600 screen resolution and some of the administration dialogs needs this resolution.

8. Position the Windows taskbar and set its properties as follows:
 - a. Move the taskbar to a side or the top of the screen to minimizing interfering with a student's training. Click on any plain background area of the taskbar and drag it to either side or to the top of the screen.
 - b. Right-click on a blank area of the Taskbar to display a shortcut menu.
 - c. Click **Properties** to display the Taskbar and Start Menu Properties dialog box.
 - d. Clear the **Always on top** checkbox.
 - e. Select **Auto hide** to automatically hide the taskbar.

Note: To display the hidden task bar, move the mouse to the edge of the screen where the task bar is hidden.

- f. Click **OK**.

Upgrading to Microsoft Internet Explorer 6.0

The DT Trainer uses multimedia components delivered through the Microsoft Internet Explorer (IE). The IE does not have to be the default browser or even have an icon on the desktop, but it does have to be on the system. Without upgrading IE, some of the reinforcers in the DT Trainer will not work. It is therefore highly recommended that you upgrade to the IE 6.0 Service Pack 1. Computers using Windows XP should have IE 6.0 so you may want to check the IE version if you have a new computer. To get all the latest multimedia engines, download and install Internet Explorer.

There are two primary ways to get IE 6.0:

- Download IE 6.0 from the Microsoft site
<http://windowsupdate.microsoft.com>.

- Order the Internet Explorer 6 CD (\$5.00 US / \$7.00 Canada) from <http://www.microsoft.com>. This CD contains Internet Explorer 6 with Service Pack 1. After you get the CD, insert the CD into your CD-ROM drive. The installation will automatically start.

If your system is running Windows 95, you will have to use IE 5.5.

For problems or concerns, see <http://www.dttrainer.com/support/installation/>.

Upgrading DT Trainer

If you have DT Trainer, Release 1.x installed and want to upgrade to Release 2.0, see <http://www.dttrainer.com/support/> for instructions on how to perform this upgrade.

Reinforcer Testing

Reinforcer testing is a necessary part of installation. Reinforcer startup and performance is greatly impacted by factors such as the system speed, amount of RAM, and video card quality.

Your goal is to identify any reinforcers that either do not work or do not perform adequately. You need to identify the cause and then do one or more of the following.

- Upgrade the system as necessary.
- Verify that the Macromedia Shockwave plug-in has been properly installed.
- Verify that Media Player was updated at the same time as Internet Explorer 6.0. If not, refer to “Upgrading to Microsoft Internet Explorer 6.0.”
- Adjust the reinforcer **Run Time** or **First Load Delay** (these options are accessed by selecting **Common Administration > Reinforcer > Edit**).
- Do not use the reinforcer (delete the reinforcer; select **Common Administration > Reinforcer > Delete**).
- Refer to <http://www.dttrainer.com/support/> for the most current support information

Test reinforcers by selecting **Common Administration > Reinforcer**, highlighting the reinforcer, and then clicking **Preview**. Check a variety of reinforcers, including those in the “Known Issues” section and the following:

- Test html reinforcers such as DrawBots in the *Activities\BasicCauseEffect* category. These reinforcers will verify that the Virtual Machine, system performance, and touch screen interactions are working properly.
- Test puzzles from the Assorted1PuzzleSet4Piece reinforcer in the category *Activities\Games\JigsawPuzzles*. Dragging pieces should be instantaneous.

- Test songs in the ChildrenSongs1 reinforcer in the category *Sounds\ChildrensSongs\Male1*. You should hear the song and the sound quality should be reasonable.
- Test a video (mpeg) reinforcer such as Bugs Day in the *Videos\Animations\Creatures* category. You should see and hear the video.
- Test a Shockwave reinforcer such as Quads in *Activities\BasicCauseEffect*. You should be able to see and interact with the Shockwave content in the web browser.
- Test a Shockwave executable reinforcer such as AnimalNoises in *Activities\BasicCauseEffect*. You should be able to see, hear, and interact with the reinforcer.

Note: See “Step 3: Review the Reinforcers” on page 4-3 for instructions for testing reinforcers.

Troubleshooting

Assuming the system meets the minimum requirements and the installed version of IE is 6.0, here are some tips:

- Poor system performance... Upgrade the amount of RAM and possibly the video card or CPU. Low hard drive space can also impact performance.
- No/Poor sound... Check sound volume, speaker volume, speaker connections and power, or upgrade sound card drivers, or sound card.
- No/Bad video... Upgrade video drivers or video card.
- Reinforcer freezes up... There may be a problem with the reinforcer, or a conflict between a multimedia engine or some other software.
- Unable to see Shockwave content... The Shockwave plug-in may not be properly installed. Download the latest version from <http://www.macromedia.com>.
- Unable to see Virtual Machine content... The Virtual Machine may need to be updated or installed. See <http://www.dttrainer.com/support/installation/>.

For more information, see <http://www.dttrainer.com/support/>.

Known Issues

Windows 98 has had problems with video reinforcers causing the program to shut down.

Registering Your Software

The first time that you click on the DT Trainer Administrator's icon, you will be asked to register the software. If you choose not to register the software at this time, you will be prompted each time you start DT Trainer Administration. You can register the software at any time by clicking on the **Register Now** button on the pop-up reminder or you may register from the **Information** tab of DT Trainer Administration. For more information about registering your software see "Registering Your Software" on page 3-3.

If you are trialing the DT Trainer, you will not need to register. The DT Trainer will run for 30 days and then stop running. However you may want to purchase the DT Trainer before the end of the 30 days to prevent or minimize interruption of training with students.

Training Environment Issues

Setup issues are largely dependent on the students' issues. Fairly high functioning students may need little or no adjustments, but with other children you may need to consider many of the following issues. Ideas to assist you as you set up your training area are also provided.

Location

The physical location of the computer and the training environment may be very important factors for a student's training. If the environment is too distracting for the student, you may need to remove the distractions, or move the computer to another training area, put it into a study carrol or place a screen next to it.

Table and Chair / Sitting and Posture

An ideal training setup is where the student is able to comfortably sit close to the table with his feet on the floor. Hips, knees, and feet should be at a 90° degree angle. If the student's feet do not touch the floor, try placing a box or stool under the feet to help with stability. If a student tends to slide down in his chair, try placing a barrier in front of his legs, like the side of a desk, to prevent him from sliding down.

The table should have a height where the monitor will be directly in front of the student's face. If the table and chair are sized for adults, you may need to make some adjustments so that the learning environment is as comfortable as possible for the students. Cushions can be used to raise the student to table level. The table surface should be approximately two inches above the crux of the elbow to give the body good support. Move 'n' Sit Wedge® seat cushions or other wedge cushions can be used to encourage a more erect sitting posture for students who

tend to slouch. These are sold in a variety of catalogs; for more information, consult your occupational therapist.

In a home environment, the family computer may not be in a suitable placement. Limiting distractions on and around the table and wall will help students stay focused on the DT Trainer training screen. Students that have a low interest in what you want them to learn and a high interest in other objects in the room, need a very uncluttered environment except for the computer.

Monitor

Monitor placement is less of an issue for students using a mouse, but the monitor should be placed at the level of the student's head. For touch screen users, the monitor needs to be placed low enough so that the student is not reaching up above their head to touch the screen. If the student is reaching up to touch the screen, he may not be able to touch the screen correctly. To place the monitor low enough, you would generally not place the monitor on the computer. For students who have a problem playing with the screen, consider placing the monitor at the front of the table so that the student does not have a place to rest his elbows.

Touch Screen

A teacher should begin a student using a touch screen unless the student is known to be mouse proficient. For touch screen users, select the **Touch Screen** option on the Student Options dialog box to hide the screen pointer during a student's training. The touch screen emulates dragging and clicking. The computer thinks the touch screen is a mouse. For a student using a mouse, do not check the **Touch Screen** check box or he will not be able to see the mouse pointer. After the student is working well with the touch screen on the DT Trainer and shows an interest in the mouse, then start training the student on the use of the mouse. Use hand-over-hand at first (your hand over the student's, helping him to guide and use the mouse to make a choice). You can fade prompts by moving your hand-over-hand to guiding at the elbow.

Touch Screen Problems

There are a number of possible touch screen issues. Touch screens can fall off or be moved. This is mostly a problem with touch screens that only velcro to the front of the monitor. Keytec's touch screen (www.Magictouch.com) does not have this problem since it velcros to both the top and front of the monitor making it mechanically very stable. Touch screens that frequently fall off or move should be replaced since this problem will interfere with the student's use of the system. You will need to recalibrate the touch screen every time the screen is moved or if the pointer is not under your finger. Calibrate the touch screen from the student's vantage point.

Sometimes touch screens fail. If the touch screen does not work when you start up the system, try restarting your system. If the pointer returns to one point on the screen after you touch someplace else or otherwise will not respond, then you have a bad screen and need to have it replaced.

The Edmark touch screens can interrupt playing sound files like the voice files. Commands and praises in the DT Trainer will sound like they stutter or sound like “Max Headroom”. Edmark has a fix for this problem; contact your DT Trainer installer or go to the Edmark web site at www.Edmark.com to get an updated driver.

Printer

In general, buttons on the printer should not be accessible. Higher functioning students and students that do not tend to explore their environment may not have a problem with the buttons. In most cases, the printer should be placed out of the reach of students.

Computer

Consider turning the computer so that the front panel is not facing the student. For example, a good arrangement for a standard desktop computer is to place the computer on the back of the table, on its side, and turned to the side so that the teacher can still reach the buttons and insert CDs. Another option is to place the computer under the table, but where it can not be kicked.

Speakers/Headphones

Speakers and headphones need to be of sufficient quality to produce good sound during a student’s training. Headphones are useful if the DT Trainer program sounds are disturbing other students. Headphones may also be useful in decreasing distracting noises in the training environment. A teacher will need to have two headphone sets with a splitter to be able to monitor a student’s training as needed. Check the volume in both headphones to ensure they are set at an appropriate volume.

Keyboard/Mouse

Place the keyboard out of the reach of students because there is no keyboard input during training. The mouse should be placed out of the reach of touch screen students to eliminate handling or playing with the mouse during training. As noted earlier, the table surface should be approximately two inches above the crux of the elbow. This places the keyboard and mouse at the correct height and provides the appropriate support for the body. See “Table and Chair / Sitting and Posture” for more information.

Strategies

The teaching strategy is dependent on the student or students and whether the system is being used in a home or classroom situation. Most of the issues apply to either situation, but in a classroom, the administrator may also need to prioritize which students are started first.

Teaching Strategies

Administrators can use the DT Trainer with students in a variety of ways. Any student may benefit from several of the uses at the same time. A few uses of the DT Trainer with students who have different needs follow.

Lead Teaching: The DT Trainer can be used for lead teaching on a program. Just add the unknown program to the student's training.

Generalization: Another use is for *generalization* of a program the student has already learned. The student may need less training on programs learned in another environment or program depending on his generalization skills. Set the initial train step higher for these programs than with unknown programs. The initial train step is dependent upon the student's generalization skills. Poor generalizers may need to start at about the same step in the Train mode as they start a new program. Better generalizers can be started higher than the Train mode or even the Random mode. Use the **Step/State** options in the Program Items dialog to reset the initial train step or mode.

Maintenance: The teacher can use the DT Trainer for **maintenance** of programs generally known to a student who still needs infrequent training. You only need to do this for students who tend to forget. Set the program train mode to Random or Maintenance from the **Step/State** options in the Program Items dialog.

Building Computer Interaction and Interest. For **very low functioning** students, choose some of the reinforcers that develop interactions with the computer and teach some basic cause and effect relationships. Use the student's reinforcer manager (Reinforcer dialog box) to run the reinforcers. You can increase the run time of a reinforcer to give this student more time by overriding the default run time in the Reinforcer dialog box.

Student Strategies

Discover the reinforcers that students like. You may need to use the Reinforcer Manager and test reinforcers in front of the student to see what the student likes. These reinforcers may be related to favorite self-stimulation activities like water videos clips for students who love water. Parents may also be a good source of information on favorite activities or self-stimulation activities. If the DT Trainer does not have an appropriate reinforcer for the student, inform AES of the ideas

that you have for motivating reinforcers for the student. Email requests to Support@dttrainer.com.

For **moderately low functioning** students select the “Pre-Trainer” profile where the student only has to touch the target item with no distracters to receive reinforcement. This should help them learn the basic cause and effect relationship of the discrete trial method. Start low functioning students slowly. Students tend to like what they are familiar with, so build familiarity with both the overall program and specific reinforcers. Some students may need hand-over-hand support at first; a daily routine will also generally help.

Start **higher functioning** students first. Higher functioning students may more quickly become independent on the system allowing you to attend to other students or classroom activities.

For students initially **not interested** in reinforcers on the system, use external reinforcers and then pair them with DT Trainer reinforcers. Another option is to add other reinforcers like a video of a student performing a favorite activity.

Student Issues

The administrator needs to observe the student during training to identify possible issues. For example:

- Does the student understand the basic task?
- Is the student in general attending and staying on task?
- Has he realized that by responding correctly he receives reinforcement?
- Does he understand if he does well the system will move on?
- Does he look away or act bored during specific reinforcers?

Poor Pointing/Touching

Look for poor pointing or touching of the touch screen with touch screen users. Train the student on a single firm touch of the screen with the index finger. Watch out for multiple touch points, repeated touches, and light touches. Practice pointing away from the computer screen. Use a pointing stylus only if necessary; try to get the student to use his index finger.

Sometimes a student may need to use another pointing device. Any device that can simulate a mouse is a potential input device for the DT Trainer. As discussed earlier in “Training Environment Issues” on page 1-10, monitor placement in relation to the student can be critical for touch screen users. A straight single touch with reasonable force is a good “touching” action for touch screen users. Monitors placed too high may cause a student to reach up, possibly touching the screen in several places with a fist or curled fingers resulting in a

bad touch. A student may actually know the correct response but because of a “bad” touching action he may touch the wrong choice first.

Student Distractions

Keep the student from playing with the screen by saying “hands down” or “hands quiet”, or use hand-over-hand to bring the student’s hands down, and praise the student for hands down. The student should only reach to touch the screen as a response to the trial or with interactive reinforcers, otherwise his hands should be down away from the screen at all other times. The buttons and printed designs on the front of the monitor can be a problem for students using a touch screen. Designs on the monitor sometimes cause a problem if they provide tactile stimulation when the student rubs his finger back and forth across the design. If necessary, cover these designs by placing tape over them or taping a piece of foam core board over the buttons. You may have to cut a groove in the board so that it does not interfere with raised buttons.

Poor Mouse Skills

The wrong mouse can cause problems for some students. The scrolling wheel on a mouse can be a distracting stim activity, and the right mouse button can also be a problem. If one or more students are having problems, consider getting a two-button or a one-button mouse. Adaptive mice can be found in various catalogs or you may want to consult your occupational therapist. Also watch for a student that just keeps clicking. You may need to do some hand-over-hand work to correct this problem. Some of the reinforcers like Circle Pop, Scribble Color, Flood Fill Coloring, and Liner are good for building mouse skills. Use the student’s reinforcer manager to play these reinforcers.

Student Behavioral Problems

For students with behavioral problems start slow and build a routine. Pair external reinforcers with DT Trainer reinforcers if necessary, and remove distractions. DT Trainer allows you to start with only the reinforcer programs for short periods of time. Once positive reinforcers are identified, you can gradually increase the time spent training and start to add some content programs. See “Configuring a Student for Using Only Reinforcers” on page 7-6 for instructions.

As you are well aware, have a lot of patience. Unfortunately behavioral problems can prevent students from using the DT Trainer just as they prevent students from learning in general.

Desktop Distractions

You can set the desktop to have a screen saver that is password protected so that students are unable to access the classroom computer. A plain black screen saver makes the computer appear to be off and is the most non-distracting screen saver.

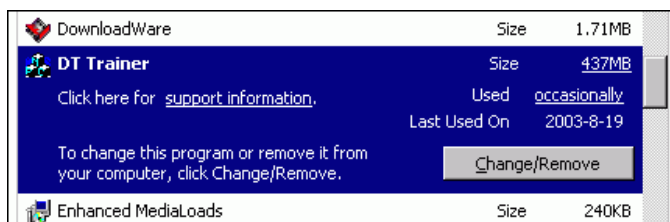
Errors

If the DT Trainer reports an error, send an email to Support@dttrainer.com. Please include the error message and what was happening on the system at the time of the error. Also include the student name, the time, the program and item, or reinforcer.

Removing DT Trainer

DT Trainer can be removed using the Add/Remove Programs dialog box in Windows. Removing DT Trainer removes all program files and student configuration files. To remove DT Trainer, perform the following steps:

1. Select **Start > Settings > Control Panel > Add/Remove Programs**. The Add/Remove Programs dialog box is displayed with a list of installed programs.
2. Select **DT Trainer** in the list. When selected, additional information is displayed as shown in the following figure.



3. Click **Change/Remove**. The InstallShield Wizard is loaded.
4. When the InstallShield Wizard dialog box is displayed, select **Remove** and then click **Next**.
5. Follow the instructions in the InstallShield Wizard.

Support

Visit www.DTTrainer.com/support/ for the most current support information.

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The purpose of this chapter is to familiarize you with what a student will experience during training. It defines and illustrates terms used during a student's training, and covers DT Trainer programs, discriminative stimulus, and reinforcement.

Training Terms

Trial

A *trial* is a task requiring a simple response from a student. The DT Trainer presents a single task to be completed during each trial.

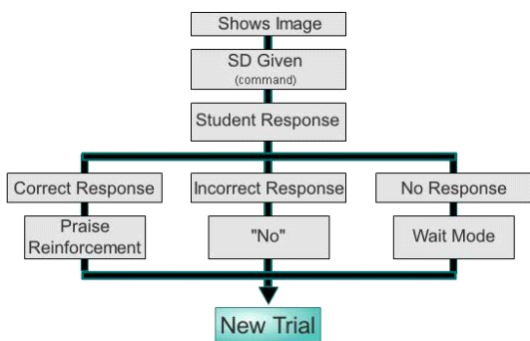
Trained

The term *trained* in this manual implies that an item or items in a program are being repeatedly presenting to the student or have been repeatedly presented to the student in numerous trials. If an item is said to have been trained, the student can identify and associate to some level information, such as a function, label, or sound, to the item.

Discriminative Stimulus

The *discriminative stimulus (SD)* is a command telling the student what to do.

Sample Trial



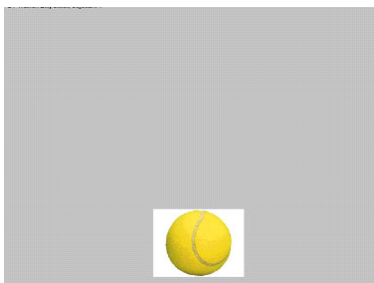
If the SD is “What is 1 + 1?” the student should touch or click the number “2” which is the target item. The DT Trainer supports both touch screen and mouse input. If the response is correct, the student receives variable praise (“way to go”, “awesome”, etc.) and direct reinforcement of the concept being taught.

The concept reinforcement may be an image, text, or animation depending on the program being trained as well as verbal reinforcement of the concept. The student's name is sometimes used in the praise. For example the student might receive the verbal praise and reinforcement, “Good job, Bill. One plus one equals two.” while “1 + 1 = 2” is displayed. Based on the reinforcement frequency, the student will receive a reinforcer.

An incorrect response may be followed by the image and verbal indicator of the correct response if the administrator chooses to use the default setting of a correction. Other options to an incorrect response include the software saying “No” or “Try again”, or an action such as blanking the screen, doing nothing, or a combination of these, and then starting a new trial. If the student does not respond to the SD given within the default time of 10 seconds, the DT Trainer goes to Wait Mode. Once the student again responds to the system, the DT Trainer starts a new trial.

Target Item

The *target item* is an item presented to the student to be trained, and is always the CORRECT choice. The target item is always randomly positioned across the bottom of the screen.



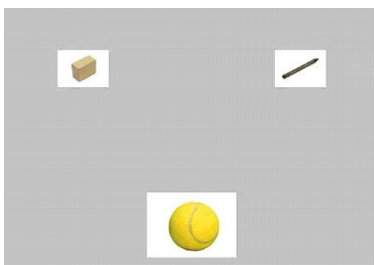
Distracter

An item used to provide the student with an incorrect alternative to the target item is called a *distracter*. A distracter is used to determine if the student really knows the correct response. If the student chooses a distracter, in this case the block or the crayon, the trial is recorded as incorrect.

One or two distracters are presented to the student during a trial. There are two types of distracters. A *non-familiar distracter* is an item that the student has not yet trained. Non-familiar distracters are less distracting to the student than familiar distracters.

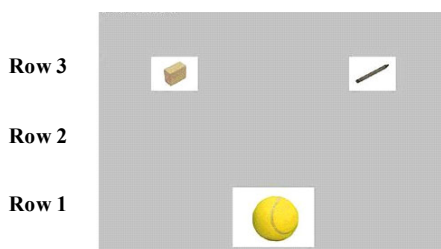
Trials using non-familiar distracters are easier than trials using familiar distracters.

A *familiar distracter* is an item that the student has already trained. Familiar distracters are more distracting to the student than non-familiar distracters. Trials using familiar distracters are harder than trials using non-familiar distracters.



Note: Some programs do not have the familiar/unfamiliar distracters (images or text).

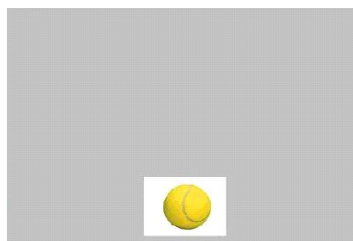
Prompts



Prompts are visual clues of position or size and vary in degree of difficulty. The DT Trainer applies prompting by placing distracters in row 3 or 2, or by displaying the distracter smaller than the target item, or with a combination of both visual clues. As the distracter is moved from Row 2 to Row 1, the prompt is eliminated.

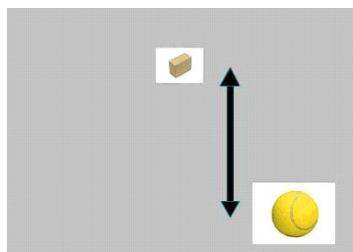
Prompt Level 0

The easiest prompt level is PL0 because the target item is presented alone on the screen with no distracters. There is only one answer possible, so the task is simply to touch the target item. This is called *Prompt Level 0* because there are no distracters.



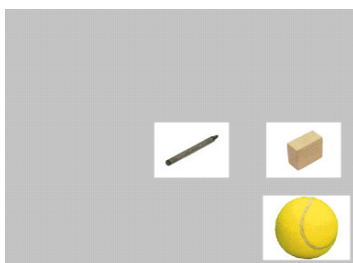
Prompt Level 3

Distracters placed in row 3 are the **easiest** to determine as the incorrect answer. The visual clue is the vertical distance between one or more distracters and the target. This trial for the student is easy because the vertical distance between the distracter and the target is at the highest level or farthest in distance. This is called *Prompt Level 3* because the distracters are placed in row 3.



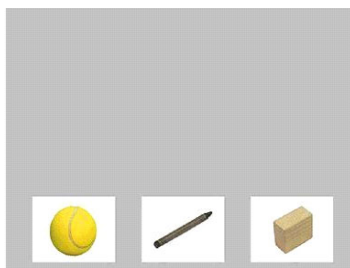
Prompt Level 2

Distracters placed in row 2 are a little **harder** to determine as the incorrect answer. This trial for the student is harder than Prompt Level 3 because the vertical distance between one or more distracters and the target is less than in Prompt Level 3. This is called *Prompt Level 2* because the distracters are placed in row 2.



Prompt Level 1

Distracters placed in row 1 are the **hardest** to determine as the incorrect answer. This trial for the student is the hardest because there is no visual clue indicating the correct or incorrect answer. Since the prompt has been eliminated, the trial is a discrimination task. This is called *Prompt Level 1* because the distracters are placed in row 1, the same row as the target item.



DT Trainer Modes

There are three training *modes* in the DT Trainer: *Train* mode, *Random* mode and *Maintenance* mode. Only the Train mode uses prompting and has multiple levels of difficulty. The Random and Maintenance modes are strictly discrimination tasks.

Train Mode

The *Train mode* is a **high** intensity introduction to program items. An item is repetitively presented to a student through a series of up to 13 steps or levels of difficulty. These steps are determined by the number of distracters on the screen, the prompt level, and the student's familiarity with the images. For example, if the item being trained is "Ball," then "Ball" will be repetitively drilled through the training steps.

13 Steps of Train Mode

Only the Train mode uses a combination of number of distracters, Prompt Level (PL) and Familiar Distracters (FD) or Non-Familiar Distracters (NFD). There are 13 steps with step 0 being the easiest and step 12 being the hardest. Difficulty is determined by the type of distracter presented and the prompt level placement.

The following list shows the 13 steps with the corresponding descriptions.

Step 12	>	Target + 2 FD at PL1
Step 11	>	Target + 2 FD at PL2
Step 10	>	Target + 2 FD at PL3
Step 9	>	Target + 1 FD at PL1
Step 8	>	Target + 1 FD at PL2
Step 7	>	Target + 1 FD at PL3
Step 6	>	Target + 2 NFD at PL1
Step 5	>	Target + 2 NFD at PL2
Step 4	>	Target + 2 NFD at PL3

Step 3	>	Target + 1 NFD at PL1
Step 2	>	Target + 1 NFD at PL2
Step 1	>	Target + 1 NFD at PL3
Step 0	>	Target Only

Random Mode

The *Random mode* is a **less** intensive continuation of training. The student has advanced the item from the repetitive drilling of the Train mode. The item is **familiar** to a student but not completely learned. During the Random mode, DT Trainer presents the item randomly. For example if the student has advanced “Ball” from the Train mode to the Random mode, “Ball” will be randomly presented with other items already in the Random mode during a student’s training. Advancing from the Random mode demonstrates basic knowledge of an item.

Maintenance Mode

The *Maintenance mode* is a **low** intensity continuation of training. The item is now **generally** known to the student. An item that is in the Maintenance mode is presented to the student, but very infrequently.

The Maintenance mode ensures that the student **remembers** the item. For example, if “Ball” has advanced to the Maintenance mode, “Ball” will be presented to the student during training of other maintenance items, but very infrequently. Advancing from the Maintenance mode demonstrates knowledge retention.

Training An Item

The *training flow* of a single item is based on a student’s response to each trial versus the advancement and fallback criteria that has been set for the student. The training flow starts with an untrained item presented to the student for training. The item is marked as being in the Train mode and is trialed repeatedly. Once the student has advanced the item through the Train mode, the item is marked as being in the Random mode. The DT Trainer now presents the item “randomly” while the student is receiving training on another item. Upon advancement from the Random mode, the DT Trainer marks the item as Maintenance, and the item is presented less frequently. Moving the item from the Maintenance mode, the DT Trainer marks the item as *Proficient*. Items marked as proficient are not presented to the student for training.

Incorrect trials also affect the progress of an item. Incorrect responses from the student will move an item to a lower train mode or train step. The fallback criteria specify the number of incorrect responses a student can make before an item is moved to a lower train mode or train step.

Programs

The DT Trainer has many programs that support learning. The topics include classification, counting, identification, matching, math, money, sequencing, spatial relations, time, word analysis, written words, and “wh---” questions (who, what, when, etc.). The program filters allow the administrator to break programs within these topics down by developmental level (2 years to 4th grade), skill (money, letters, counting, etc.), and subject (life skills, language arts, math, etc.). For a list of the content programs on your installation, start DT Trainer Administration and then select **Common Administration > Programs**. DT Trainer plans to continue releasing new content programs in the future. For a complete list of content programs, see <http://www.dttrainer.com/pi/content/>.

Individual Program Options

Not all programs have the same options. Almost all programs allow you to specify whether or not to use random commands (SDs) or use the default command. Some programs allow you to randomize images of items or to select a default image. Programs may have options for cues, SDs (verbal, text, or both), and labeling. Program options are set using the Program Options dialog box. For more information, see “Program Options” on page 5-24.

Discriminative Stimulus

The Discriminative Stimulus (SD) mode is the type of command telling the student what to do. The command may be verbal or textual, or both verbal and textual.

The **Verbal** option only uses a verbal command. Generally, young or other non-reading students are going to start with **Verbal**. The **Text** option has no verbal command and the student must read the text in order to respond. This is a good option for students starting to learn sight words. You can select the **Both** option to give a verbal command as well as a textual command. This option may help students that are good visual learners, but poor auditory learners. This may also be a good option where students are just starting to learn sight words.

Available options are dependent on the program.

A Student's Training Session

The DT Trainer is launched for a student's training session by the student or by the teacher with a student's training icon such as Brad Smith's icon. Student icons are located in the *DTT Students* folder which can be opened by double-clicking the **DT Trainer Students** icon on the desktop.



Auto run is the normal method for training a student for a session. In auto run mode, the DT Trainer picks active programs and modes to train randomly but does not repeat any program mode until all programs and modes have been trialed. Each program and mode is trialed for specified numbers of trials.

The DT Trainer also tries to end each program and mode on a successful trial. The number of trials may be extended from the specified number if the student responds incorrectly on the last trial. When a session ends, the progress through the list of programs and modes is saved so that the next session continues to pick from the programs and modes that have not yet been trialed.

For example, the administrator has selected the “Colors,” “Shapes” and “Objects 1” programs for the student. Once the student or teacher has launched the training session, DT Trainer automatically runs the session.

Here is one possible random sequence for a training session:

1. The DT Trainer randomly picks the “Shapes” program and Random mode. Items in this program and mode are trialed until the DT Trainer has performed a specified number of trials.
2. Next, the software randomly picks the “Colors” program and the Train mode. An item is repeatedly trialed until a specified number of trials have been performed. If the item is advanced to the Random mode before completing the specified number of trials, then the next item from the train order is used to complete the specified number of trials.
3. Then the DT Trainer randomly picks the “Shapes” program again but now the Train mode. The software runs a specified number of trials.
4. The next program picked may be “Objects 1” in the Maintenance mode. The software continues to pick programs and modes randomly until all programs and modes have been trialed, and then the random selection starts again on all programs and modes.

For special situations, the teacher can start training with the **Training Selection** dialog. This dialog allows the teacher to pick the student, the program, and the training mode.

Reinforcers

Reinforcers are rewards for the student for one or more correct responses. Many of the reinforcers are not only “rewards” for the student, but are also “skill builders”. AES frequently provides a developmental sequence of a skill building reinforcer to allow progression from simpler versions to more advanced versions. AES differentiates reinforcers within the sequence by using naming conventions like Level 1, Level 2, or Level 3, or with the number of pieces that corresponds to the level of difficulty such as a 4 piece puzzle or a 9 piece puzzle reinforcer.

Selection Screen

Some reinforcers allow the student to pick which instance of the reinforcer to use. For example, a puzzle selection screen has a variety of puzzles for the student to pick from to solve. The student can choose the last one they did, or they may pick another puzzle to solve. Use the selection screens only if the student has choice making skills, otherwise just select single puzzles so that the student does not have to make a choice.



Smart Reinforcers

The names of smart reinforcers are preceded with the word “Super”. Examples of a smart reinforcers include SuperPop which is found in the Activities\EyeHand category, and SuperBlinky and SuperPong which are found in the Activities\Games category. Smart reinforcers are designed to be highly configurable to each student, and are effective in skill building and teaching at many development levels.

Smart reinforcers have options that can be configured to customize the reinforcer. These options vary among the smart reinforcers. For example, SuperBlinky has 24 levels and allows you to specify the starting (or current) level (1-24). The reinforcer can be configured to advance automatically after each success or allow for more practice at each level. The following figure shows the configuration screen for SuperBlinky.



The following figures illustrate various levels for SuperBlinky



Level 1



Level 12



Level 24

As you can see, the complexity of the game corresponds to the playing level, with Level 1 being the easiest, and Level 24 being the most difficult.

Each smart reinforcer has its own set of defaults. You can use the defaults, change the defaults, or use custom settings.

For a list of current smart reinforcers available from AES, visit <http://www.dttrainer.com/pi/reinforcers/>.

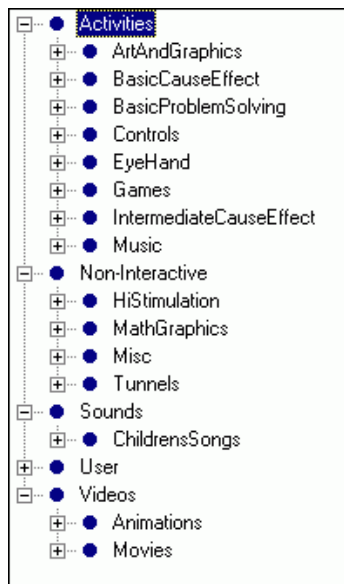
Reinforcer Categories

Currently Activities, Non-Interactive, Sounds, and Videos are the major reinforcer categories in DT Trainer. The reinforcers by AES provide a continuum beginning with very simple reinforcers appropriate for low functioning students. The User category is provided for adding your own reinforcers. These could be web-based reinforcers or games such as Freecell.

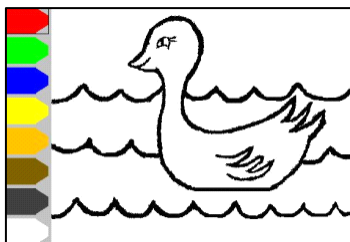
To download additional reinforcers as they become available, visit <http://www.dttrainer.com/pi/reinforcers/>.

Activities Category

The **Activities** category includes reinforcers that require the student to participate by either touching, clicking, or dragging during reinforcement.

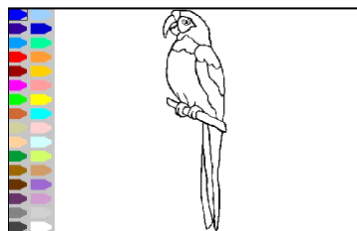


The **Arts and Graphics** sub-category includes various drawing, painting, and other graphics activities.



Level 1 Flood Fill Coloring has eight big crayons and large coloring objects. The student will touch or click on a crayon and then “fill” in the picture, which in this example is a Duck in Water. With Level 1 or Level 2, the crayons are large enough that the student can use a touch screen.

As you progress the student to Level 2 and Level 3, the crayon size gets smaller, there are more colors to choose from, and the pictures become more detailed. The Parrot is a Level 3 Flood Fill Coloring example. The crayons and image areas are small enough that the student needs to use a mouse.



Basic Cause and Effect reinforcers require the student to perform simple interactions. The Dancing Bees reinforcer has bees that follow the student's finger or the mouse pointer, while the student hears fun music.

The **Basic Problem Solving** reinforcers provide activities that improve appropriate play skills. Each of the reinforcers is similar to a cut-out doll activity. Basic problem solving activities are more appropriate for medium to high functioning students.



Controls reinforcers provides visual stimulation. The Circling Dots reinforcer has a red dot rotates around a circle of dots. Rotation can be clockwise or counter-clockwise; the direction is controlled by touching or clicking the up or down arrow.

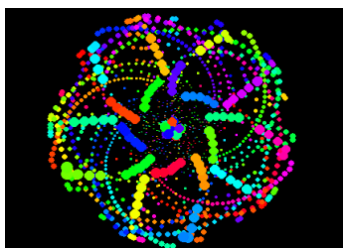
Eye Hand activities improve a student's eye-hand coordination. Eye-hand skills are improved with reinforcers such as Circle Pop. When the student clicks or touches a circle, it disappears with a popping sound. Circle Pop is simple enough for low functioning students but may be stimulating enough for higher functioning students. Once all the circles are gone, a frog croaks at the end as a reward for popping all the circles. This is an amazingly popular reinforcer.

The **Games** category includes jigsaw puzzles, matching, and other games. Puzzle Sets come in 2 to 25 and selectable piece puzzles. The Selectable Puzzle allows the student to choose the size of each puzzle. Puzzles are ideal for medium to high functioning students. The puzzle pieces are "dragged" to the puzzle guide. Once a piece is close to its spot, it "snaps" in upon release. Once a student has completed the puzzle, the **Back** button allows him to return to the selection screen and select another puzzle until his time runs out.

IntermediateCauseEffect reinforcers are more advanced than those in the BasicCauseEffect sub-category. For example, in Alien Invaders, the student has to fire a cannon ball at a moving spaceship and points are scored when the spaceship is hit.

The **Music** reinforcers provide auditory stimulation. For example, the student can make a sound by touching, clicking, or dragging the mouse across piano keys in the Player Piano reinforcers. Various sounds can be selected from the instruments displayed at the bottom of the reinforcer screen. The difference between Player Piano 1 and Player Piano 2 (which correspond to level 1 and level 2) is that the number of keys increases.

Non-Interactive



The **Non-Interactive** reinforcers are for students who enjoy “visual effects”. These reinforcers are colorful and active.

Sounds

The administrator can choose individual songs for low functioning students or a song selection screen for students that can make choices. For example, the administrator may choose a single song like “The Itsy Bitsy Spider”; the student hears the song while viewing the lyrics and an animated graphic.



User

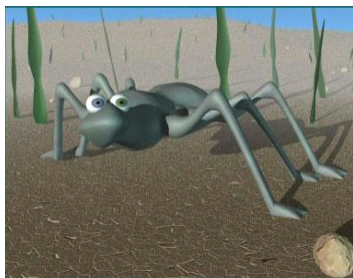
This category contains reinforcers that you add; these reinforcers are not provided by AES. For example, you could add the Freecell game as a reinforcer. Reinforcers that you add should be tested to verify that they work on your system. If you find that they don’t work properly, they should be removed. Third party reinforcers are not supported by AES. You can also create sub-categories under **User** for organizing your reinforcers. For information on adding your own reinforcers to DT Trainer, see “Adding Reinforcers to DT Trainer” on page 7-2.

A list of suggested sites for obtaining reinforcers can be found at <http://www.dttrainer.com/support/webreinforcers/>.

Videos

Videos are grouped into **Animations** and **Movies**.

“Bugs Day” is a sample of a DT Trainer **Animation** reinforcer. The bug crawls along and then jumps on a leaf as the student hears sound effects.



The “F-18 Plane Taking Off” is a sample of a DT Trainer **Movie** reinforcer.

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Overview of the DT Trainer Administration

The DT Trainer was developed for multi-student use in a classroom or clinical environment, but can be used for a single student in a home environment. The Program Administrator may be a teacher, therapist, or in some cases a parent.

DT Trainer Administration is used to setup and manage a student's program. The DT Trainer Administration dialog box is composed of the following four tabs:

- Student Administration
- Common Administration
- Information
- Tips

This chapter briefly describes these tabs and the options on them. These tabs and their options are described in more detail in Chapter 5.

The two most commonly used tabs are **Common Administration** and **Student Administration**. **Common Administration** is used by the administrator to accomplish tasks that are *common* to all students. These tasks are initiated with the **Programs**, **Reinforcers**, **Student Options**, **Trend** and **Weekly** reports, and **Praise Management** buttons. **Student Administration** is used to accomplish tasks that are *specific* to a student. The administrator creates each student, and then “manages” each student's training from this tab. These tasks are initiated with the **Create**, **Delete**, **Options**, **Programs**, **Reinforcers**, and student reports buttons.

Student Template

“Default Template” is the template used for all real students and content programs. You should make changes to the Default Template's settings under **Common Administration** before you add real students if all or most of your students will have the same settings. This is not required but can save you some work if you don't want to use the default settings.

One change that can save you a lot of work is altering the training order of items within content programs. You do not need to change the default order unless you have strong preferences on the order that items should be trained for all your students. If the order of items trained will be different for each student, then do not change the Default Template, but just change the item order in the programs for each specific student.

Initial Configuration

Before you start adding and configuring students, you need to do the following:

- Familiarize yourself with the content programs (page 4-2)
- Familiarize yourself with reinforcers (page 4-3)
- Familiarize yourself with training profiles (page 5-12)

Note: Set up a practice student to familiarize yourself with the process. For more information, see Chapter 4, “Getting Started”.

Most Frequently Performed Administrative Tasks

As you read through the remainder of this manual, keep in mind the following topics and carefully read sections related to them.

- Creating new students (page 6-7)
- Configuring students
 - Options:
 - Changing the training profile for all programs (page 5-12)
 - Changing the number of consecutive trials trained to a specific mode (page 5-8)
 - Programs:
 - Adding and deleting programs (page 5-15)
 - Changing the step and state of specific items within a program (page 5-18)
 - Reinforcers: Adding and removing programs for a student (page 5-30)
- Using student reports (page 5-31)
 - Viewing training logs, trend reports, and train states
 - Creating notes

Accessing DT Trainer Administration

To open the DT Trainer Administration program, double-click the **DT Trainer Administration** icon on your computer screen desktop.



Registering Your Software

The first time that you open DT Trainer Administration, you are asked to register the software. If you choose not to register the software at this time you will be prompted each time you start the DT Trainer Administration by the License Control dialog box.

After a 30 day period you will be unable to run the DT Trainer until you register the software for either an evaluation extension which must be requested or by purchasing the software. You can register the software at any time by clicking **Register** on the pop-up reminder or by clicking **License / Registration** on the **Information** tab of DT Trainer Administration.

License Control

Machine Key:	PRRB-52CA-1LEE-R6II-SNK3-CRFM		
Activation Key:	DRRD-TVGF-123L-YEMB-6JT1-BOCT		
Customer ID:	3957	Key ID:	2816
License Type:	Evaluation	Use Type:	Home
Max Students:	Unlimited	Date Expires:	09/30/03
Program Count:	Unrestricted	Reinforcers:	Standard

Thank you for evaluating our software. To purchase, please call (803) 233-0541, or email Sales@DTTrainer.com.

Done Purchasing Info Register

Registration Dialog

This section explains how to register your software. This process involves pasting information to a web page. You will need an authorization code. If you have already purchased DT Trainer, you should have received your authorization code. If you need an authorization code, contact AES.

Registration

Please copy and paste the below text into the web registration form at www.DTTrainer.com/Register.htm. You will also need an Authorization Code. Refer to the web page or User's Guide for additional assistance.

```
<machineKey>PRRB-52CA-1LEE-R6II-SNK3-CRFM</machineKey>
<activationKey>DRRD-TVGF-123L-YEMB-6JT1-BOCT</activationKey>
<customerId>3957</customerId>
```

(Hint: Hover your mouse pointer over the text above and click the right mouse button and select the copy option. Then paste the text to your email message).

Once you have your Customer Id and the new Activation Key from us, then you may enter them below.

Activation Key: Customer ID:

Process Registration Come Back Later

Copy This

(Hover your mouse over the highlighted text, right-click, and then choose **Copy**.)

Sending Registration Information

1. Copy the highlighted text as shown in the previous figure.
2. Using Internet Explorer, open the URL www.DTTrainer.com/Register.htm. Select the appropriate type of registration to display its registration form.

3. Enter your authorization code and complete the form. On the form there is a place to paste the registration information. Right-click in that field and select **Paste**.
4. Click **Submit** at the bottom of the form.

If you have problems with the web registration form, please email the information to Register@DTTrainer.com.

If your DT Trainer program is not installed on a computer that has web access, then you may want to copy and paste the information into a blank document using a word processor or text editor such as Notepad, and then take that document to another system that has web access.

AES will provide you with an activation code and customer ID within 24 hours (weekdays) in most cases. Insert the activation code in the **Activation Code** box and the customer ID in the **Customer ID** box. Click **Process Registration** to complete the registration.

DT Trainer Administration Dialog Box

As noted earlier, the DT Trainer Administration dialog box is composed of four tabs.

The **Common Administration** tab is used to accomplish tasks that are *common* to all students. These tasks are initiated with the **Program**, **Student Options**, **Reinforcers**, **Set Password**, **Praise Management**, and the **Trend** and **Weekly** report buttons.

The **Student Administration** tab is used to accomplish tasks that are *specific* to a student. The administrator creates each student, and then manages each student's training from this tab. These tasks are initiated with the **Create**, **Delete**, **Options**, **Programs**, **Reinforcers**, **Train**, and student report buttons.

The **Information** tab is used to identify the user and DT Training location and to display registration and Accelerations Educational Software (AES) company information.

The **Tips** tab displays additional information on topics such as new features and problems that are not documented in this manual.

In the sections that follow, the buttons, lists, and options on each tab are described. Dialog boxes that are displayed as the result of clicking a button on one of these tabs or in another dialog box are described in Chapter 5.

Student Administration Tab

The administration of a specific student is initiated from the **Student Administration** tab. Once students have been created, their names are listed in the drop down list in the **Currently Selected Student** section. The selected student is the student currently displayed in the name field; changes made to student options, programs and reinforcers are applied only to the selected student.

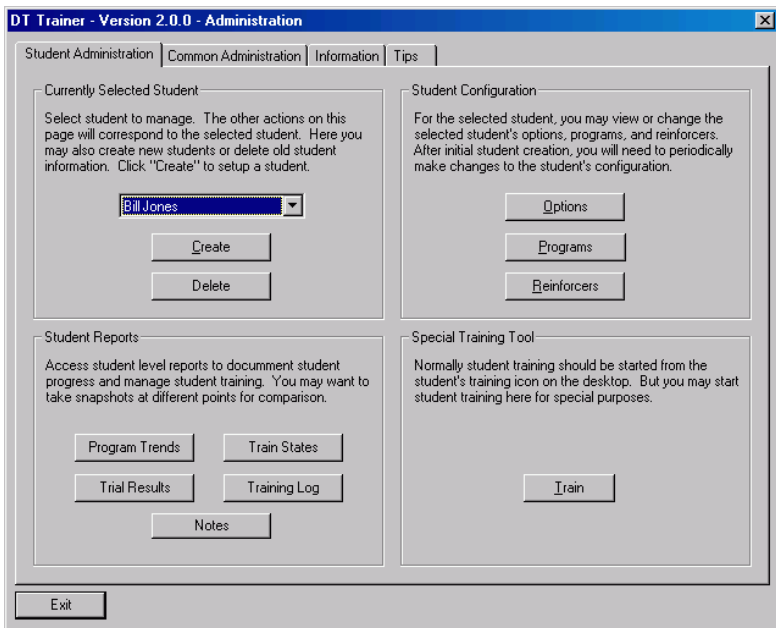
This dialog box has the following main sections.

Currently Selected Students. Contains options for selecting the current student and for creating and deleting students.

Student Configuration. Contains options for changing the selected student's options, programs, and reinforcers.

Student Reports. Contains options for displaying various progress reports for the selected student.

Special Training Tool. Contains an option for starting a student's training program in a specific mode.



Create. Creates or adds students to the DT Trainer program. The create student process walks you through a series of dialogs. These dialogs may be accessed at any later time to adjust the currently selected student's training.

Delete. Deletes the name of the selected student from the list and removes the student's settings from the program.

Options. Displays the Student Options dialog box for configuring settings for the selected student's training. Once set, these options rarely change.

Programs. Displays the Programs dialog box for viewing a list of programs and tailoring the selected student's educational content and training flow.

Reinforcers. Displays the Reinforcers dialog box for adding, removing, and editing the reinforcers and reinforcer run times.

Program Trends. Displays the Program Trend Report that shows a weekly history of all programs or just active programs.

Train States. Displays the Train States Report that shows a snapshot of the training states of each program item.

Trial Results. Displays the Trial Results Report that shows a summary of the overall progress of the student and also gives details down to the item level.

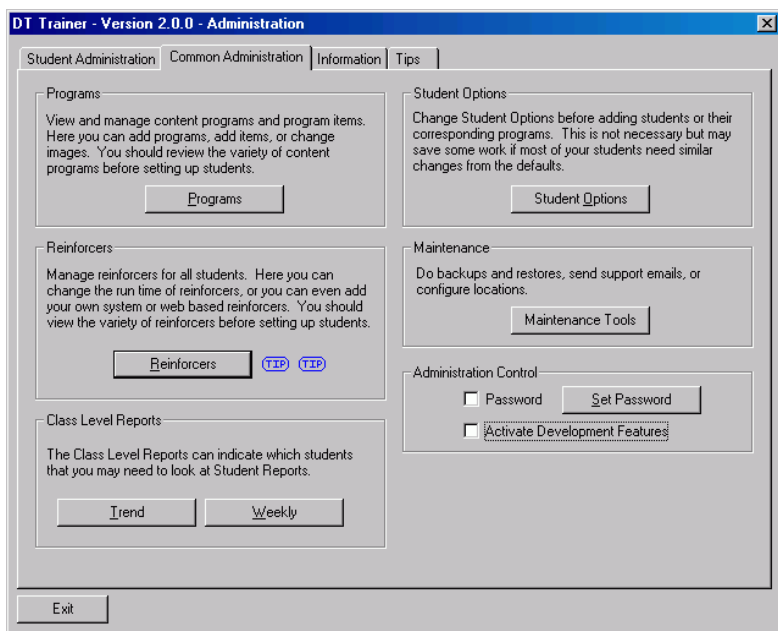
Training Log. Displays the Weekly Training Log that shows a student's training log of all program items trialed for the current or previous weeks.

Notes. Displays the Weekly Notes dialog that provides the means for documenting information specific to the student on a weekly basis.

Train. Displays the Training Selection dialog box for use in special situations where you want to train a student on only one program and in a specific training mode.

Common Administration Tab

The administration of content programs and program items, reinforcers for all students, administration password, and global student options is initiated from the **Common Administration** tab. Class level reports are also accessed from this tab. Changes to programs, reinforcers, and student options affect only those students created later. Existing students are not affected by the changes.



Common Administration has the following options.

Programs. Displays the DT Trainer Programs dialog box for managing content programs and program items.

Student Options. Displays the Student Options dialog box for the Default Template. Changes made to this student template affect only students created after the changes. Some of the options that can be set include whether a touch screen is used for training, the session duration, and training screen color.

Reinforcers. Displays the Reinforcer Manager dialog box for performing management tasks such as editing, removing, activating, and testing an existing reinforcer and adding new reinforcers.

Maintenance. Contains an option for managing DT Trainer data by allowing you to backup and restore data for one or more students.

Password. Activates the password access feature. If checked, the next time DT Trainer is opened, the Enter Password dialog box is displayed and the user must enter the appropriate password to access the DT Trainer Administration window.

Set Password. Displays the Set Password dialog box for specifying the password that must be used when opening DT Trainer. **Password** must be checked for the password to be put into effect.

Activate Development Features. Displays additional tabs and options on the various dialog boxes that allow you to perform development level tasks such as adding your own programs to DT Trainer. This option should only be used by very advanced administrators. Development features are not documented in this manual. For more information, visit www.dttrainer.com/support/development/.

Trend. Displays the System Trend Report that shows a number of summaries by student and class. This report shows trends across training weeks and is useful for seeing how the class is doing and which students may have training issues.

Weekly. Displays the System Training Weekly Report that shows a number of summaries for training results for each student and the class. The reports are in the form of a snapshot for the selected week. This report is useful in reviewing a student's progress with their program content.

If **Activate Development Features** is selected, the Advanced / Development group box is displayed as shown in the following figure.

Praise Management. Displays the Praise Manager dialog box for editing existing praises and creating new praises. In general, it is not necessary to administer praises since DT Trainer installs the praises appropriate for each program. This is an advanced feature.



Information Tab

The **Information** tab allows you to enter user and DT Trainer location information, view registration and company information, and register the product. Information such as the teacher's name, the class or location, the school or building, and the school district is used for support purposes.

DT Trainer - Version 2.0.0 - Administration

Student Administration | Common Administration | **Information** | Tips

User and DT Trainer Location Information
Enter the User and Location information in the fields below. For home use, enter the parent's name.

Teacher's Name: ☐

Class or Location: ☐

School or Bldg: ☐

Sch Dist. or Inst. ☐

AES Contact Information

Web Site: www.DTTrainer.com
 Email: Sales@DTTrainer.com / 803-233-0541
 Support: Support@DTTrainer.com / 803-2330541
 www.DTTrainer.com/Support.htm
 FAQs: www.DTTrainer.com/FAQ
 Phone/FAX: 803-233-0541 / 803-233-0569
 Address: Accelerations Educational Software
 1233 Washington Street, Suite 704
 Columbia, SC 29201

Registration Information

Use Type: Home, License Type: Unregistered
 Date Expires: 09/28/03
 Authorized Program Count: Unrestricted
 Authorized Reinforcers: Standard
 Authorized Students: Unlimited, Created Students: 5

Information has the following main sections and buttons.

User and DT Trainer Location Information. Contains the following text boxes for entering user and location information.

- Teacher's Name
- Class or Location
- School or Bldg.
- Sch. Dist. or Inst.

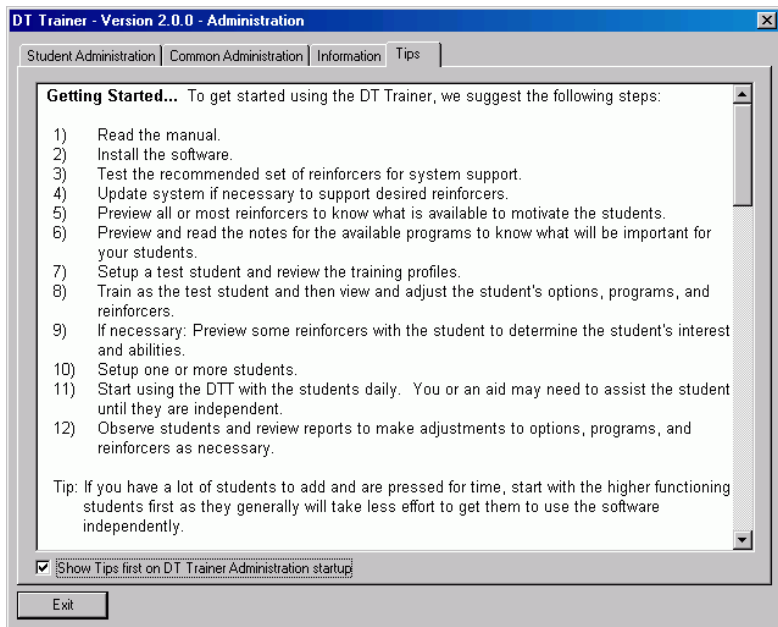
AES Contact Information. Displays relevant contact information for Accelerations Educational Software such as product related URLs, email addresses, phone numbers, phone numbers and mailing address.

Registration Information. Displays information such as the type of license, expiration date, authorized program count, and the number of created students. It also contains a **License / Registration** button for displaying the Registration dialog box.

License / Registration. Displays the Registration dialog box for registering DT Trainer.

Tips Tab

Additional information on topics such as new features and suggestions for frequently encountered problems are displayed in a scrollable window on this tab.



If checked, the **Show Tips first on DT Trainer Administration startup** check box shows the **Tips** tab instead of the **Student Administration** tab when DT Trainer is started.

4 Getting Started

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Step 2: Review the Content Programs4-2

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Step 7: Setup the Training Environment.....4-10

Step 8: Start Using DT Trainer4-10

The purpose of this chapter is to help you become familiar with DT Trainer so that you'll be better prepared to manage the programs within DT Trainer and your students.

Step 1: Start DT Trainer

If you have installed DT Trainer, there should be a **DT Trainer Administration** icon on your desktop.

- Double-click the **DT Trainer Administration** icon on your desktop.

Step 2: Review the Content Programs

DT Trainer is installed with over 120 programs. As new content programs become available, they may be downloaded from <http://www.dttrainer/support/update/>.

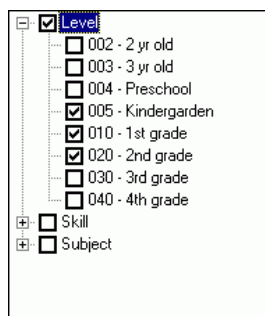
Before you can appropriately select programs for a student, you need to have some knowledge about the content of the programs. The best way to do this is to preview the programs.

1. Click the **Common Administration** tab.
2. Click **Programs** to display the DT Trainer Programs dialog box that lists all the programs. A short description appears to the right of each program name in the **Description** column. By default, all programs are listed and content is sorted by topic which can be identified by the prefix to the left of the program name. For example, Identification programs have the prefix "Ident" placed before the program named Colors (e.g., Ident-Colors). A complete list of topics and their prefixes can be found at <http://www.dttrainer.com/pi/content/>. The DT Trainer Programs dialog box is described on page 5-38.

You can filter the list of programs to view only those programs that meet the Level, Skill, and Subject criteria you specify. This can substantially reduce the number of programs you will need to preview.

3. To filter the list, click the **Program Filters** tab and then click **Edit Criteria** to display the Edit Programs Criteria dialog box. Click the plus (+) icon to expand the Level, Skill, or Subject list. Check the levels, skills, and subjects you're interested in to display only programs that meet the criteria checked and then click **Select**.

Filter the list so that it lists only programs suitable for 1st graders, \pm one year as shown.



Tip: Set filters for the target development age range plus or minus one year.

4. Click a program name to select (highlight) it.
5. Click **Preview** on the **Actions** tab to preview (demo) a trial of the program.
6. Click **Items** to view the items in the program in the Program Items dialog box. Click **Done** to close the dialog box. The Program Items dialog box is described on page 5-18.
7. Click **Options** to view additional information and the options that can be set for the program in the Program Options dialog box. These options vary from program to program. Click **Done** to close the dialog box. The Program Options dialog box is described on page 5-24.
8. Click the **Program Info** tab to display detailed information about the program such as skills trained by the program, age/education appropriate levels, options, training method used, prerequisites, and related programs. Other information such as credits and next steps may also be provided.
9. Repeat steps 4 through 8 for each program that you want to review.
10. Click **Done** to close the DT Trainer Programs dialog box and return to the **Common Administration** tab.

Step 3: Review the Reinforcers

DT Trainer is installed with hundreds of reinforcers and they are grouped into these major categories: Activities, Non-Interactive, Sounds, User, and Videos. As new reinforcers become available, they may be downloaded from <http://www.dttrainer.com/support/updates/>.

Before you can appropriately select reinforcers for a student, you need to know what the student likes and determine which reinforcers would appeal to the student. The best way to do this is to test the reinforcers to see what they do and then prior to assigning reinforcers to a student, test the reinforcers with the student and observe his reaction.

Testing (previewing) the reinforcers allows you to verify that the reinforcers work properly on the system.

1. Click the **Common Administration** tab.
2. Click **Reinforcers** to display the Reinforcer Manager dialog box that lists all the reinforcers under the appropriate category.
3. To view the reinforcers in a category or sub-category, click the plus (+) icon to the left of a category to expand its list.
4. Click a reinforcer name to select (highlight) it.

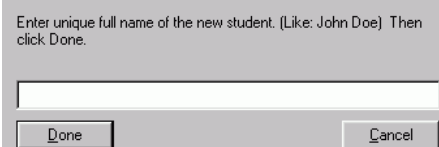
5. Click **Preview** to preview the reinforcer.
6. Repeat steps 4 and 5 for several reinforcers in each category and sub-category.
7. Click **Done** to close the Reinforcer Manager and return to the **Common Administration** tab.

For more information on the Reinforcer Manager dialog box, see page 5-42. Basic reinforcer management tasks are covered in Chapter 6.

Step 4: Setup a Practice Student

This section walks you through the creation of a practice student.


1. Click the **Student Administration** tab.
2. Click **Create**. The following prompt is displayed.



Enter unique full name of the new student. (Like: John Doe) Then click Done.

Done Cancel

3. Type “Practice Student” and then click **Done**. The Student Options prompt is displayed.



Student Options

Now select the appropriate "Training Profile" and other options and then click Done.

OK

4. Click **OK**. The Student Options dialog box is displayed. Only the **Basic** tab is displayed when creating a new student. For more information on the Student Options dialog box, see page 5-6.

Practice Student: Student Options

Basic

These student options must be set for the student.

Training Profile

Selecting a Training Profile sets the Initial Training Step, Reinforcer Tokens, Trial Timeout, and Advancement / Fallback Criteria.

EL 2 **Select New Profile** (INFO) (INFO)

Limit Session Duration

This option controls if the training will automatically timeout and after the specified number of minutes.

☒ Limit Session Duration to: 10 Minutes. (INFO)

Training Screen Options

Touch Screen: ☐ (INFO) (TIP)

Student Gender

☐ Male ☐ Female (INFO)

Done

- Click **Select New Profile** to display the Select Training Profile dialog box. For more information on the Select Training Profile dialog box, see page 5-12.

Select Training Profile

Select Profile: EL 2

Advancement / Fallback Criteria

	Trials	Correct	Incorrect
Train PL0:	1	1	
Train PL3:	2	2	1
Train PL2:	2	2	1
Train PL1:	3	3	2
Random:	5	5	2
Maintenance:	5	5	2

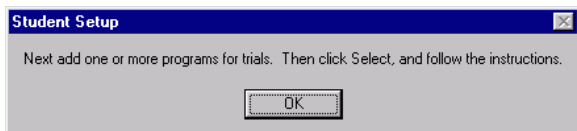
Early Learner 2: This student is generally developmentally a 3 year old child. Student is a moderately slow learner but understands that if he does a small amount of work he will soon get a reward. He also needs a high moderate amount of repetition. Pick short length reinforcers that are generally 7 to 25 seconds.

☒ Initial Train Step: 4 ☒ Reinforcer Tokens: 3 ☒ Trial Timeout: 10

Select Cancel Save New Rename Delete Help

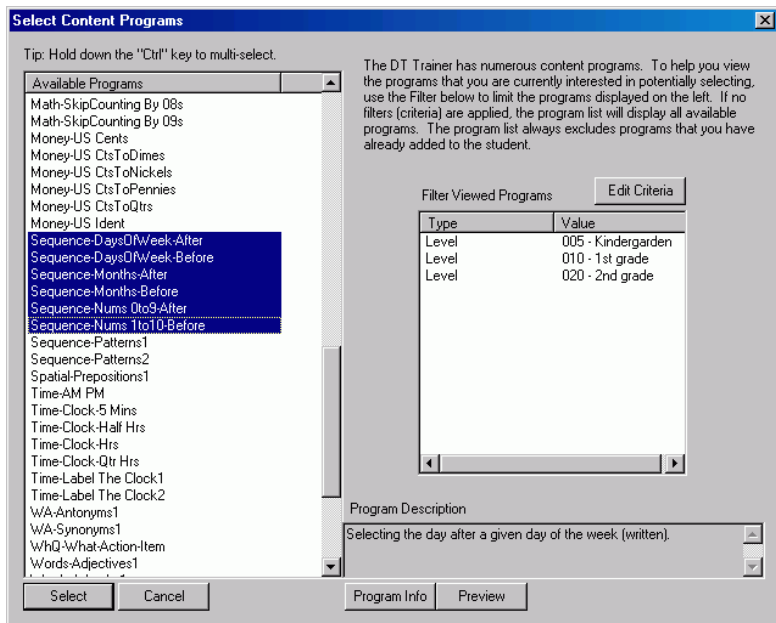
- Select "Early Learner 2" from the **Select Profile** list and then click **Select**. The Student Options dialog box is displayed.

- Click **Done** on the Student Options dialog box. The Student Setup prompt is displayed.

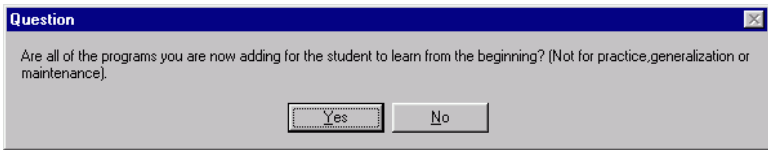


- Click **OK**. The Select Content Programs dialog box is displayed. For more information on the Select Content Programs dialog box, see page 5-17.
- Select the programs you want to add to the student and then click **Select**. For the Practice Student, highlight the "Sequence-Days...", "Sequence-Months...", and "Sequence-Nums..." programs as shown in the following figure and then click **Select**. To select multiple programs, press and hold the **CTRL** key as you click on the names of the programs you want to add.

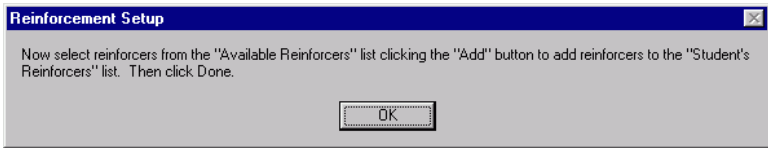
Note: You can also edit the filter criteria by clicking **Edit Criteria** and changing the criteria if the global filter criteria are not appropriate for the new student. The filter criteria shown in the following figure was set earlier in "Step 2: Review the Content Programs."



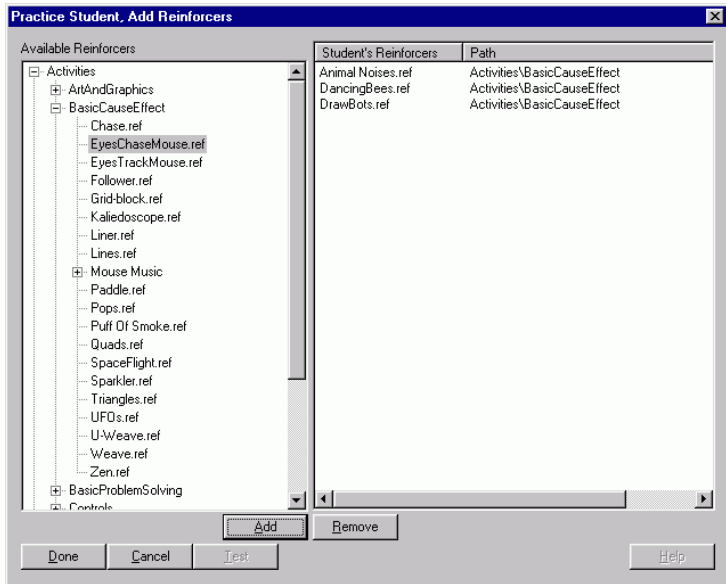
10. The Programs dialog box and the Question prompt are displayed.



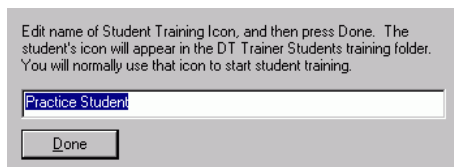
11. Click **Yes**. The Reinforcement Setup prompt is displayed.



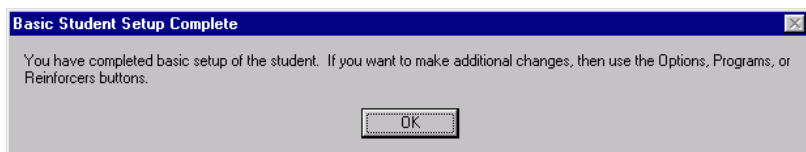
12. Click **OK**. The Add Reinforcers dialog box is displayed. For more information on the Add Reinforcers dialog box, see page 5-30.
13. Expand the Activities category and then the BasicCauseEffect sub-category by clicking the plus (+) icon to the left of these category names.
14. Click **DancingBees.ref** and then click **Add** to add the reinforcer to the Student's Reinforcers list. Add the reinforcers Animal Noises and DrawBots. As each reinforcer is added, it is moved from the **Available Reinforcers** list to the **Student's Reinforcers** list.



15. Click **Done**. The following prompt is displayed.



16. Click **Done**. A training icon named “Practice Student” is created in the DT Trainer Students folder and the following prompt is displayed.



17. Click **OK**. The setup for the new student is complete and the **Student Administration** tab is displayed.
18. Click **Exit** to close DT Trainer Administration.

Step 5: Train Like a Student

As you train like the Practice Student, trials for the items in the selected programs are presented randomly. The default trial timeout is 10 seconds. If you don't respond to the SD within 10 seconds, the program goes into Wait Mode and displays the GO screen. When the session times out, the program tells you it is closing and then automatically closes. The default session time is 10 minutes.

Note: The trial timeout can be changed for each student and for each student's program.

The following information shows the selections made during the creation of the Practice Student.

Training Profile: Early Learner 2 with an Initial Train Step of 4.

Programs: Sequence-DaysOfWeek-After
Sequence-DaysOfWeek-Before
Sequence-Months-After
Sequence-Months-Before
Sequence-Numbers0to9-After
Sequence-Numbers1to10-Before

Reinforcers

Animal Noises

DrawBots

DancingBees

1. Double-click the **DT Trainer Students** icon on the desktop to open the folder containing the student training icons.
2. Double-click the **Practice Student** training icon.

Note: If you prefer to have the student's icon on the desktop, you can place a copy of it on the desktop by dragging and dropping the icon in the folder onto the desktop while pressing the **Ctrl** key.

3. Click inside the green oval containing "GO" to start the training.
4. Respond to each trial.

A reinforcer token is earned for each correct response. These tokens appear in the lower-right corner of the screen. Earned tokens are solid green; when all tokens are green, a reinforcer is run. For the Practice Student, the default number of earned tokens required to run a reinforcer is three.

5. While being the "Practice Student" observe the student's training environment. Note any problems that could interfere with a student's learning.
6. To exit the training at any time, press **D**.

Step 6: Practice Administration

After a student has been created, the student's name appears in the **Currently Selected Student** list on the **Student Administration** tab. Programs, options, and reinforcers can be changed at any time for a student in the list. The following steps walk you through several changes to the training program and options for the Practice Student.

1. Start DT Trainer Administration.
2. Click the **Student Administration** tab.
3. Select "Practice Student" from the **Currently Selected Student** list.
4. Change the training profile to "Pre-Trainer".

Select **Options > Basic Tab > Select New Profile** to display the Select Training Profile dialog box. Click the **Select Profile** arrow and select "Intermediate Learner 1" from the list. Click **Select** to close the dialog box and return to the **Basic** tab within Student Options.

5. Change the session duration to five (5) minutes.

On the **Basic** tab in the Limit Session Duration group box, type “5” in the **Minutes** box and then click **Done**.

6. Delete the following programs from the student’s training program:

- Sequence-DaysOfWeek-Before
- Sequence-Months-Before
- Sequence-Numbers1to10-Before

Select **Programs** to display the Programs dialog box. Highlight “Sequence-DaysOfWeek-Before” and then click **Delete**. When prompted, click **Yes** to confirm that you want to delete the program. Delete the other two programs.

7. Add the “Ident-Colors” program to the student’s training program and then preview the program.

Select **Programs > Add**, highlight “Ident-Colors” in the **Available Programs** list and then click **Select**. Click **Yes** in response to the question. Highlight “Ident-Colors” and then click **Preview**. Click **Done** to close the Programs dialog box.

8. Explore the other features available from the **Student Administration** tab.
9. Explore the features available from the **Common Administration** tab.

Step 7: Setup the Training Environment

If the training environment has not been evaluated and adapted to improve physical access to the computer system and reduce distractions while using the computer, please do so now. Any problems that were noticed while “being a student” should be corrected before you begin training students. For more suggestions on ways to make the training area better for your students, see “Training Environment Issues” on page 1-10.

Step 8: Start Using DT Trainer

1. Prior to creating new students, make any desired global changes using the **Common Administration** tab. For example, if the majority of your students will be using a touch screen, select **Student Options > Basic** tab and then check the **Touch Screen** option. This change is made to the default template and affects all new students created from this point forward.
2. Create the students.
3. If necessary, make any necessary changes to the training program of the individual students (student options, programs, program items, reinforcers, etc.) prior to starting training.

4. Start training your students.
 - Teaching strategies are dependent on the student or students being trained and their environment. Administrators can use the DT Trainer in a variety of ways. For additional information on teaching strategies see page 1-13.
 - Student strategies are dependent on the student's or students' degree of functioning and interest. The administrator needs to observe each student during training to identify possible issues. For additional information on student strategies and issues see pages 1-13 through 1-16.

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The purpose of this chapter is to describe the dialog boxes displayed by DT Trainer and their options. Several dialog boxes utilize tabs; generally, these tabs are labeled **Basic**, **Intermediate**, or **Advanced**. These tab names indicate the task level of the features and options available from the tab. Chapters 6, 7, and 8 cover the administrative tasks that are considered to be basic, intermediate, or advanced.

In many cases, common dialog boxes are accessed when performing common and student administration. In these cases, the dialog box is described only once. If a tab or an option is not available or hidden during common or student administration, it is noted in the description.

How to Access a Specific Dialog Box

Some dialog boxes are used in the administration of specific students and common settings, programs, and reinforcers. Because there may be more than one way to access a dialog box and the path to a dialog box may involve clicking options on other dialog boxes, the complete sequence of “clicks” required to access each dialog box is provided. This sequence is referred to in this manual as the dialog box path.

Dialog Box Path

The following example shows the dialog box path to the Select Training Profile dialog box.

Student Administration Tab > Options > Basic Tab > Select New Profile

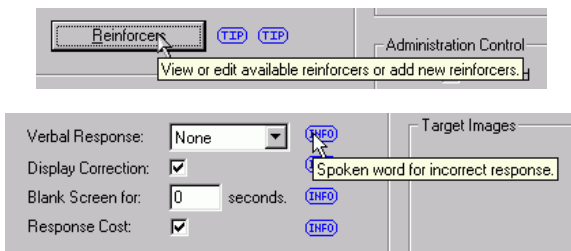
For example, to access the Select Training Profile dialog box using this path, perform these steps:

1. Click the **Student Administration** tab in the DT Trainer Administration window.
2. Click the **Options** button.
3. Click the **Basic** tab on the Student Options dialog box.
4. Click the **Select New Profile** button.

The path is provided at the beginning of each dialog box section in this chapter. Dialog boxes that are common to both **Common Administration** and **Student Administration** features have two paths.

Hover Help

DT Trainer displays hover help when you position the cursor over a button or over an **INFO** or **TIP** icon as shown in the following figures. It should be noted that not all buttons display hover help. Hover help for buttons explains the function of the button. The **INFO** icon displays related information for the option to the left of the icon; **TIP** icons display information such as suggestions and recommendations.



Student Administration

The administrator utilizes the **Student Administration** tab to accomplish tasks that are specific to the selected student. Using features available on this tab, you can create and manage each student's training.

Administration of a specific student is initiated from the **Student Administration** tab. Once students have been created, their names are listed in the drop down list in the **Currently Selected Student** section. The selected student is the student currently displayed in the list box; changes made to student options, programs and reinforcers are applied only to the selected student.

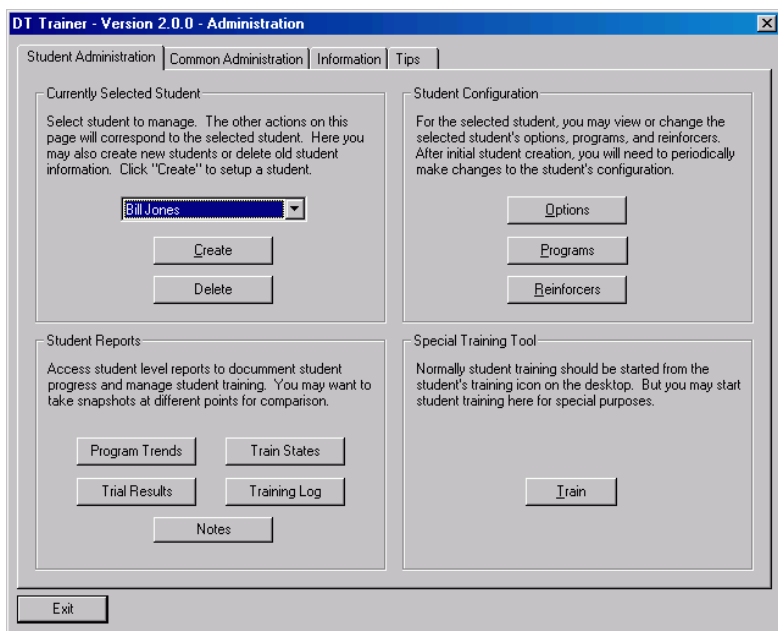
The **Student Administration** tab has the following main sections.

Currently Selected Students. Contains options for selecting the current student, creating and deleting students.

Student Configuration. Contains options for changing the selected student's options, programs, and reinforcers.

Student Reports. Contains options for displaying various progress reports for the selected student.

Special Training Tool. Contains an option for starting a student's training program in a specific mode.



A description of the buttons and boxes follows.

Student List. Name displayed indicates the currently selected student.

Create. Creates or adds students to the DT Trainer program. The create student process walks you through a series of dialogs. These dialogs also may be accessed at any later time to adjust the students training.

Delete. Deletes the name of the selected student from the list and removes the student's settings from the program.

Options. Displays the Student Options dialog box for configuring settings for the selected student's training. Once set, these options rarely change. For a description of the Student Options dialog box, see page 5-6.

Programs. Displays the Programs dialog box for viewing a list of programs and tailoring the selected student's educational content and training flow. For a description of the Programs dialog box, see page 5-14.

Reinforcers. Displays the Reinforcers dialog box for adding, removing, and editing the reinforcers and reinforcer run times. For a description of the Reinforcers dialog box, see page 5-29.

Program Trends. Displays the Program Trend Report that shows a weekly history of all programs or just active programs. For a description of the Program Trend Report, see page 5-31.

Train States. Displays the Train States Report that shows a snapshot of the training states of each program item. For a description of the Train States Report, see page 5-32.

Trial Results. Displays the Weekly Trial Results Report that shows a summary of the overall progress of the student and also gives details down to the item level. For a description of the Weekly Trial Results Report, see page 5-33.

Training Log. Displays the Weekly Training Log that shows a student's training log of all program items trialed for the current or previous weeks. For a description of the Weekly Training Log, see page 5-34.

Notes. Displays the Weekly Notes dialog box that provides the means for documenting information specific to the student on a weekly basis. For a description of the Weekly Notes dialog box , see page 5-35.

Train. Displays the Training Selection dialog box for use in special situations where you want to train a student on only one program and in a specific training mode. The dialog box allows you to select the student, the program, and the mode. For a description of the Training Selection dialog box , see page 5-36.

Student Options

Student Administration Tab > Options

Common Administration Tab > Student Options

Using the Student Options dialog box, you can configure the settings for a student's training. Once set, many of the options will rarely change. This dialog box has four tabbed panes: **Basic**, **Other**, **Intermediate**, and **Advanced**. The **Basic** tab is the default tab.

Basic Tab

Student Administration Tab > Options > Basic Tab

Common Administration Tab > Student Options > Basic Tab

The options displayed on this tab must be set for each student. When a student is created, this tab is displayed.

The screenshot shows a window titled "Practice Student: Student Options" with a close button in the top right corner. Below the title bar are four tabs: "Basic", "Other", "Intermediate", and "Advanced", with "Basic" currently selected. A message states: "These student options must be set for the student." The window is divided into four main sections:

- Training Profile:** Contains a text box with "EL 2", a "Select New Profile" button, and two "INFO" links.
- Limit Session Duration:** Contains a text box explaining the function, a checked checkbox for "Limit Session Duration to:", a numeric input field with "10", the word "Minutes.", and an "INFO" link.
- Training Screen Options:** Contains a "Touch Screen:" label, an unchecked checkbox, and two "INFO" links, one of which is labeled "TIP".
- Student Gender:** Contains two radio buttons labeled "Male" and "Female", and an "INFO" link.

A "Done" button is located at the bottom left of the window.

Select New Profile. Displays the Select Training Profile dialog box for choosing a different profile and setting training options such as the Initial Train Step, the Reinforcer Tokens, and the Trial Timeout. This option is not available for the Default Template. For a description of the Select Training Profile dialog box, see page 5-12.

Limit Session Duration to ____ Minutes. Allows you to set a time limit on the student's training session. This setting overrides the normal session duration and limits it to the number of minutes specified in the box. If selected, at the end of the session the DT Trainer tells the student "All Done, Bye Bye" and then ends the session. This is the recommended setting for classroom use.

Touch Screen. Specifies whether or not the student will be using a touch screen. When this option is checked, the pointer is not displayed during the student's training since his finger is the pointer.

Male / Female. Specifies the gender of the student.

Other Tab

Student Administration Tab > Options > Other Tab

This tab has five main sections of options that allow you to specify student information, set the number of consecutive trials, specify DT Trainer's response to incorrect responses, and specify the use of SDs.

The screenshot shows a dialog box titled "Practice Student: Student Options" with a close button (X) in the top right corner. It has four tabs: "Basic", "Other" (selected), "Intermediate", and "Advanced". Below the tabs is a note: "These fields are automatically set but may be edited if necessary." The dialog is divided into five main sections:

- Student Information:** This information is used for reports and in praises. It contains fields for "Full Name:" (text box with "Practice Student"), "Student Id:" (text box), "Spoken:" (text box with "Practice"), and "Use Name:" (a dropdown menu set to "15" followed by a percentage sign). Each field has an "INFO" link.
- Consecutive Trials:** Set the # of trials performed consecutively before training another program or mode. Lower the "Train" mode trials (below) to limit the repeated trials of the same item. It contains three rows: "Train (4):" with a text box "4" and "INFO" and "TIP" links; "Random (5):" with a text box "5" and an "INFO" link; and "Maintenance (2):" with a text box "2" and an "INFO" link.
- Incorrect Response Action:** These options configure the DT Trainer's action for when the student responds incorrectly. Actions include performing a correction to saying the "informational No". It contains: "Verbal Response:" (a dropdown menu set to "None" with an "INFO" link); "Display Correction:" (a checked checkbox with an "INFO" link); "Blank Screen for:" (a text box "0" followed by "seconds" with an "INFO" link); and "Response Cost:" (a checked checkbox with an "INFO" link).
- Verbal SDs (Commands):** Choose option to either vary (randomize) the SDs where appropriate or to just use the default SD. It contains two radio buttons: "Randomize SDs" (selected, with an "INFO" link) and "Use Default SD Only" (with an "INFO" link).
- Target Images:** Choose option to either vary (randomize) the Images where appropriate or to just use the default Image. It contains two radio buttons: "Randomize Images" (selected, with an "INFO" link) and "Use Default Image Only" (with an "INFO" link).

At the bottom left is a "Done" button.

Full Name. Displays the student's full name that the software uses on the screens and in reports. The full name should be in the form "John Doe" with capitalized first letters and a space between the first and last names.

Student Id. Displays the identification number of the student. This field may be left blank if desired. It may be useful for institutional uses of the software.

Spoken. Sets the name that the software uses to speak the student's name in praises. There must be a corresponding `<name>^.wav` file for the DT Trainer to actually say the name.

User Name. Specifies how often the student's name is spoken in praises.

Train (#). Sets the number of trials performed consecutively in the Train mode before training another program or mode. For example, lower the Train mode trials to limit the repeated trials of the same item.

Random (#). Sets the number of trials performed consecutively in the Random mode before training another program or mode

Maintenance (#). Sets the number of trials performed consecutively in the Maintenance mode before training another program or mode.

Verbal Response. Specifies the spoken word for an incorrect response.

Display Correction. If checked, displays only the target item in response to an incorrect response.

Blank Screen for ____ seconds. Displays a blank screen before the next trial for the specified number of seconds.

Response Cost. Removes previously earned reinforcement tokens when incorrect and no responses are given. This setting is generally not set for lower level students but is recommended for higher level students or if a student is intentionally responding incorrectly.

Randomize SDs / Use Default SD Only. Allows you to vary the SDs where appropriate or use the default SD.

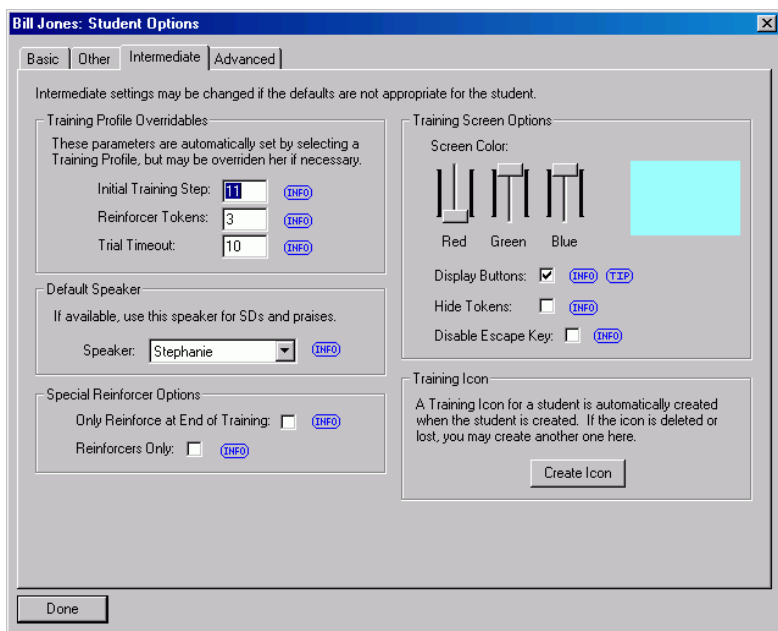
Randomize Images / Use Default Image Only. Allows you to use randomized images (multiple exemplars) to promote generalization or to use only the default image.

Intermediate Tab

Student Administration Tab > Options > Intermediate Tab

Common Administration Tab > Student Options > Intermediate Tab

This tab has five main sections of options that allow you to override certain training profile parameters, set training screen options, specify the default speaker, select special reinforcer options, and create a new student training icon.



Initial Training Step. Specifies the starting step (0-12) for items in the Train mode. For more information, see “DT Trainer Modes” on page 2-5.

Reinforcer Tokens. Specifies the number of reinforcement tokens that must be earned (one token is earned for each correct response) in order for a reinforcer to be played. Tokens can be taken away for incorrect responses.

Trial Timeout. Specifies the number of seconds allowed for each trial.

Screen Color. Allows you to specify the color of the training screen by varying the amounts of Red, Green, and Blue using the sliding bars.

Display Buttons. If checked, displays **Done** and **Pause** buttons on the training screen. If not checked, you will need to press **D** if you need to stop the program early.

Hide Tokens. If checked, removes the visual display of earned tokens from the screen. It is recommended that you select this option only if the tokens are interfering with the student’s training.

Disable Escape Key. If checked, prevents the student from being able to end the problem by pressing **Esc**. Generally, this is not necessary since you can remove the keyboard from the reach of the student.

Speaker. Specifies the voice to be used for commands and praises.

Only Reinforce at End of Training. If checked, turns off the token based reinforcement and plays one reinforcer at the end of the training session.

Reinforcers Only. If checked, the student's training program skips trials and cycles only through the reinforcers. Use this option for very low functioning students who are not ready for trials or for special purposes such as building interest or teaching mouse skills.

Create Icon. Displays a dialog box for recreating a deleted training icon for the selected student.

Advanced Tab

Student Administration Tab > Options > Advanced Tab

Common Administration Tab > Student Options > Advanced Tab

This tab has three main sections of options that allow you to adjust the distracter prompt levels, adjust the advancement and fallback criteria, and change student response options. The distracter prompt level settings allows you to set the distance and size of the distracters as compared to the target item.

Practice Student: Student Options

Basic | Other | Intermediate | **Advanced**

The defaults here should not be changed except by advanced users or for special cases.

Distracter Prompt Level (PL) Settings

It may be necessary to adjust these settings if the student is performing well at the prompt levels 3 and 2 but not well at prompt level 1 (no prompt). See manual for recommendations.

	Y Offset (0-40)	Scaling (50-100%)
PL3:	20	50
PL2:	10	75

Advancement / Fallback Criteria

These settings are automatically set by selecting a training profile. However, you may adjust the criteria as desired here. See manual for more information.

	Trials	Correct	Incorrect
Train PL0:	1	1	
Train PL3:	2	2	1
Train PL2:	2	2	1
Train PL1:	3	3	2
Random:	5	5	2
Maintenance:	5	5	2

Miscellaneous Training Options

☒ Hide Target and Distracters until after SD

of no responses before Wait Mode: 1

☒ Block Early Responses

Done

PL3 Y Offset. Specifies the vertical distance between rows 3 and 2.

PL3 Scaling. Specifies the size of the distracters in row 3 in comparison to the training item.

PL2 Y Offset. Specifies the vertical distance between rows 2 and 1.

PL2 Scaling. Specifies the size of the distracters in row 2 in comparison to the training item.

Advancement / Fallback Criteria. Advancement is based on the number of **Correct** responses within the set number of **Trials** that will advance a student's training to a higher train level. Fallback is based on the number of **Incorrect** responses within a set number of **Trials** that will set a student's training back to a lower train level. In the following example, the Random mode requires the student to respond correctly to five out of five trials to advance the training item to the Maintenance mode. Three incorrect responses out of five trials will cause the item to fall back to Train PL1.

Train PL1:	3	3	1
Random:	5	5	3
Maintenance:	5	5	2

You can only view the Advancement / Fallback Criteria for the Default Template.

Hide Target and Distracters until after SD. Displays the stimulus images, text, or item questioned while the student is hearing the SD and then displays the target and distracters after the SD.

of no responses before Wait Mode. Specifies the number of times the SD may be given before going into Wait Mode if there is no response by the student. This option is generally set to 1. This option may be useful if you have a student that needs to hear an instruction more than once. It should be noted that the student's statistics are impacted by no responses to the trials. Repeating the SD can sometimes become reinforcing.

Block Early Responses. Prevents the system from recording a response before the SD is done.

Select Training Profile

Student Administration Tab > Options > Basic Tab > Select New Profile

Student Administration Tab > Programs > Action Tab > Options > Intermediate Tab > Select New Profile

Common Administration Tab > Programs > Action Tab > Options > Intermediate Tab > Select New Profile

The Select Training Profile dialog box allows you to view the description and parameters of the available student profiles and select a profile for the currently selected student.

Select Training Profile

Select Profile: **EL 2**

Advancement / Fallback Criteria

	Trials	Correct	Incorrect
Train PL0:	1	1	
Train PL3:	2	2	1
Train PL2:	2	2	1
Train PL1:	3	3	2
Random:	5	5	2
Maintenance:	5	5	2

Early Learner 2: This student is generally developmentally a 3 year old child. Student is a moderately slow learner but understands that if he does a small amount of work he will soon get a reward. He also needs a high moderate amount of repetition. Pick short length reinforcers that are generally 7 to 25 seconds.

☒ Initial Train Step: 4 ☒ Reinforcer Tokens: 3 ☒ Trial Timeout: 10

Select Cancel Save New Rename Delete Help

Clicking the **Select Profile** arrow displays a list of profiles from which to choose. A general description for the selected profile is displayed in the field to the right of the drop down list. AES can easily customize profiles to conform to customer preferences. A brief description of each profile follows.

The **Pre-Trainer (PT)** profile displays only the target item during training and never advances beyond that. This is useful for a very low functioning student not yet ready for distracters. The student only has to touch the target item to receive reinforcement. The **Initial Train Step** is set to zero. The **Reinforcer Tokens** is set to reinforce after each trial.

The **Early Learner 1 (EL1)** profile is descriptive of a student that is very young or very low functioning, and is ready to use distracters. This student needs a lot of repetition and frequent reinforcement. The **Initial Train Step** is set to zero to provide a high amount of repetitive drilling. The **Reinforcer Tokens** is set to reinforce after one successful trial. This reinforcement schedule will help the student associate a correct response with the reinforcement.

The **Early Learner 2 (EL2)** and **Intermediate Learner 1 (IL1)** profiles are descriptive of a student that may be developmentally between three and five years old. The student is a slow learner and needs a moderate amount of reinforcement. The **Initial Train Step** is set to four or seven respectively to provide a moderate amount of repetitive drilling. The **Reinforcer Tokens** is set to reinforce after three or five successful trials respectively.

The **Advanced Learner 1 and 2 (AL1 and AL2)** profiles are descriptive of a student that is developmentally an elementary student. The student is a good learner, self-motivated, and only needs reinforcement occasionally. The **Initial Train Step** is set to 10 or 11 to provide little repetitive drilling. The **Reinforcer Tokens** is set to reinforce after 25, 50, or 100 successful trials respectively.

Advancement/Fallback Criteria. This section shows the number of **Correct** and **Incorrect** responses within a set number of trials that either advances a student to

the next training level for the training item or goes back to a lower training level. Advancement is based on the number of **Correct** responses within the set number of **Trials** that will advance a student's training to a higher train level. **Fallback** is based on the number of **Incorrect** responses within the set number of **Trials** that will set a student's training back to a lower train level.

Initial Train Step. Displays the Step (0-12) at which Untrained Items begin training for the selected profile. For more information, see "DT Trainer Modes" on page 2-5.

Reinforcer Tokens. Displays the number of earned tokens required for the DT Trainer to activate a reinforcer for the selected profile.

Trial Timeout. Displays the number of seconds that the DT Trainer waits after starting a trial before recording a "No Response" from the student. The default time for all profiles is 10 seconds.

Note: Clear the check boxes if you do not want to use the settings for **Initial Train Step**, **Reinforcer Tokens**, or **Trial Timeout**. Overrides can be made to these settings in the Student Options - Intermediate tab.

Programs

Student Administration Tab > Programs

The Programs dialog box is used to view and tailor a student's educational content and training flow. This dialog box has two tabs and a pane in which information about each program in the student's training program is displayed in columnar format. The columns of information displayed for each content program in the student's training program are as follows: **Program Name**, **Status**, **Profile**, **UnTrained**, **Train**, **Rand**, **Maint**, **Prof**, and **DNT**.

Program Name	Status	Profile	UnTrained	Train	Rand	Maint	Prof	DNT
Sequence-DaysOfWeek-After	Active	EL 2	7	0	0	0	0	0
Sequence-DaysOfWeek-Before	Active	EL 2	7	0	0	0	0	0
Sequence-Months-After	Active	EL 2	12	0	0	0	0	0
Sequence-Months-Before	Active	EL 2	12	0	0	0	0	0
Sequence-Nums 0to3-After	Active	EL 2	10	0	0	0	0	0
Sequence-Nums 1to10-Before	Active	EL 2	10	0	0	0	0	0

Actions

Program Info

Basic

Here you add programs to the student or access programs options and items for the selected program.

Add

Preview

Toggle Status

Print

Items

Delete

Options

Advanced

These features are for development and special purposes. Most users will not need to access these features.

Praise

Sequence

Done

Help

Program Name. Names of the programs selected for the student.

Status. Displays Active or Inactive as the status for the program.

Profile. Displays the student training profile for the program.

UnTrained. The number of untrained items in the program.

Train. The number of trained items in the program.

Rand. The number of program items in the Random mode.

Maint. The number of programs items in the Maintenance mode.

Prof. The number of programs items in which the student is proficient.

DNT. The number of program items which are not to be trained. DNT is an acronym for “Do Not Train.”

Actions Tab

Student Administration Tab > Programs > Actions Tab

This tab has two sections, **Basic** and **Advanced** that contain buttons for performing basic and advanced management tasks.

Add. Displays the Select Content Programs dialog box that allows you to select and add programs not yet in the current student’s program list. For a description of the Select Content Programs dialog box, see page 5-17.

Print. Displays the Print dialog box that allows you to print the program information displayed.

Preview. Demonstrates the selected training program.

Items. Displays the Program Items dialog box, allowing you to edit, view, and order items within the selected program. For a description of the Program Items dialog box, see page 5-18.

Options. Displays the Program Options dialog box, allowing you to set options that are common to the items in the selected program for a student such as the training profile. For a description of the Program Options dialog box, see page 5-24.

Toggle Active. Toggles the active status of the selected program between “Active” and “Inactive” to deactivate or reactivate a program in the student’s list.

Delete. Removes the selected program from the student’s list of programs.

Praise. Displays the Program Praise Activation dialog box for viewing and managing the status of each praise script. For a description of the Program Praise Activation dialog box, see page 5-27.

Sequence. Displays the Training Sequence dialog box for changing the order in which programs in the various training modes are presented during training. For a description of the Training Sequence dialog box, see page 5-28.

Program Info Tab

Student Administration Tab > Programs > Program Info Tab

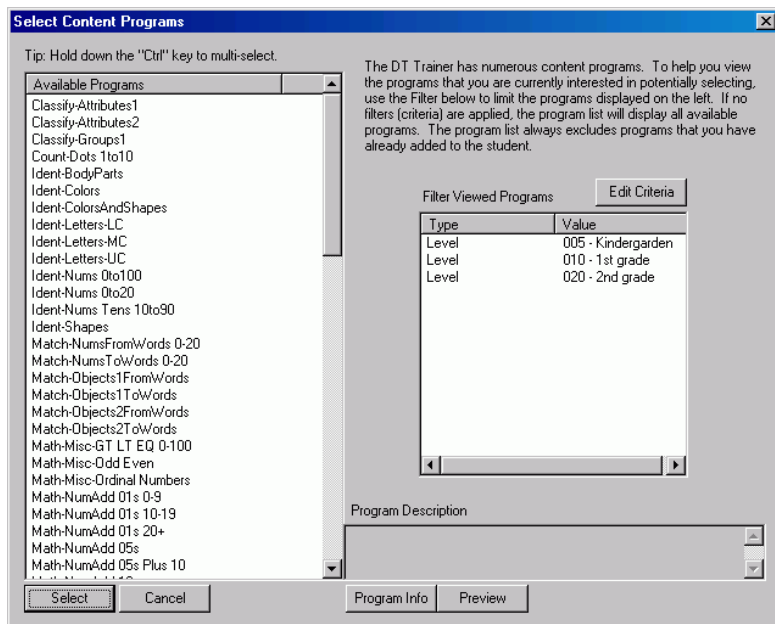
The Program Information tab displays detailed information about the selected program. Information displayed includes a general description of the program, skills that are taught using the program, and information such as skills taught and the education level such as preschool.

Actions		Program Info	
Description:	Student is asked to select the correct color "blob" to match a verbally named color. included are: green, blue, red, purple, yellow, gray, brown, orange, black, white and "blobs" are indistinct shapes in insure association with their color.		
Skill:	Life Skill, Identification		
Level:	Preschool, Kindergarten	Language: English	Culture: American
Options:			

Select Content Programs

Student Administration > Programs > Action Tab > Add

The Select Contents Programs dialog box allows you add content programs to a student's training. The dialog box has a list of **Available Programs** on the left from which you can select programs. Programs already in the student's list are not shown.



Multiple programs can be selected by holding down **Ctrl** as you click on the programs you want to add. After highlighting the programs you want to add, click **Select**.

You can also filter the list of programs displayed by specifying program criteria such as levels, skills, and subjects. The **Type** and **Value** of the current criteria are shown in the box on the right.

Edit Criteria. Displays the Edit Programs Criteria dialog box for selecting the criteria for programs that you want to view in the **Available Programs** list. For a description of the Edit Programs Criteria dialog box, see page 5-18.

Program Description. Displays a brief description of a selected program.

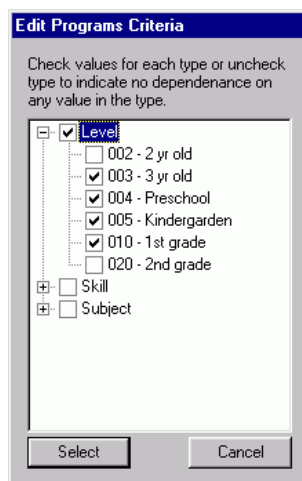
Select. Closes the dialog box and adds the programs highlighted in the **Available Programs** list to the student's list in the Programs dialog box.

Edit Programs Criteria

Student Administration > Programs > Action Tab > Add > Edit Criteria

The Edit Programs Criteria dialog box displays a hierarchical tree-like structure for selecting the criteria for filtering the list of available programs shown in Select Content Programs dialog box.

Click the plus button to expand a type and show the values in it. Check the values you want to use. The type (e.g., Level) is automatically checked if one of its values is checked; the type check box is automatically cleared if no values are checked. To collapse a type, click the minus button to the left of the type.

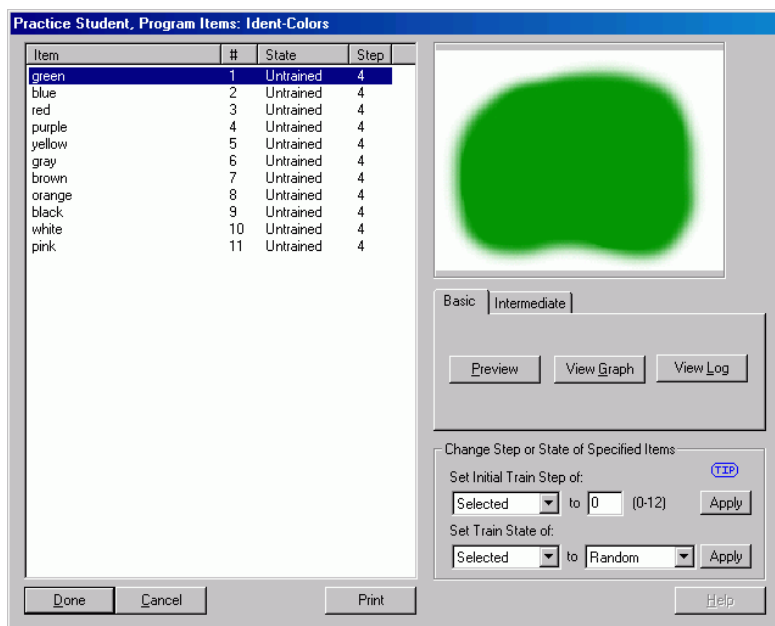


Program Items

Student Administration Tab > Programs > Actions Tab > Items

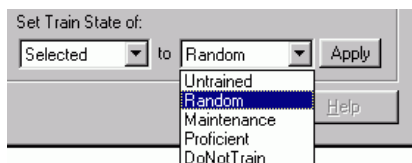
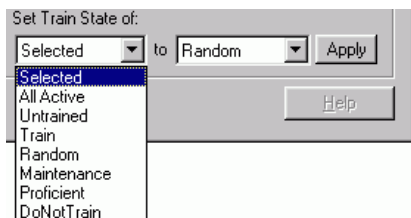
Common Administration Tab > Programs > Action Tab> Items

The Program Items dialog box allows you to view and manage the items within a specific program. The name of items within the program (selected in the Programs dialog box) and information about the items such as their order number, train state, and train step are displayed in columnar format in a pane on the left of the dialog box. A graphic of the selected item appears in a pane to the right of the list. Below the graphic on the right are three tabs containing options for editing and managing the selected item, and below the tabs are options for setting the initial train step and train state of the selected item.



Set Initial Train Step of: Sets the initial train step of “All” items or the “Selected” item to the value specified in the **to** box. Click **Apply** to save the changes. The list options are shown in the following figure on the left. For more information, see “DT Trainer Modes” on page 2-5.

Set Train State of: Sets the train state of the item(s) specified by the option selected in the list box to that specified in the **to** box. Click **Apply** to save the changes. The list options are shown in the following figure on the right.

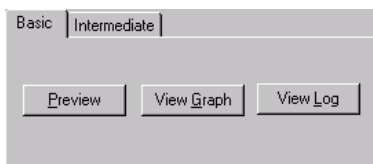


Basic Tab

Student Administration Tab > Programs > Actions Tab > Items> Basic Tab

Common Administration Tab > Programs > Actions Tab > Items> Basic Tab

Options on this tab allow you to preview the selected item in the program, view a “trial response” graph for the selected item, and view a chronological list of the completed trials for the selected item.



Preview. Demos the selected item in the program.

View Graph. Displays the Program Item Graph dialog box for the selected item. The Item Graph displays a visual “trial response” graph for the selected item. For a description of the Program Item Graph dialog box, see page 5-21.

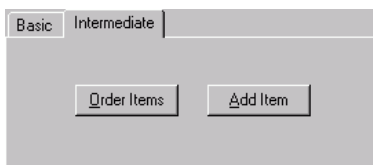
View Log. Displays the Program Item Training Log dialog box for the selected item. The Item Training Log displays a chronological list of the completed trials for the selected item. For a description of the Program Item Graph dialog box, see page 5-22.

Intermediate Tab

Student Administration Tab > Programs > Actions Tab > Items> Intermediate Tab (Program Items)

Common Administration Tab > Programs > Actions Tab > Items> Intermediate Tab (Program Items)

Order Items. Displays the Program Order Items dialog box that allows you to change the order of the training in the selected program. For a description of the Program Order Items dialog box, see page 5-22.



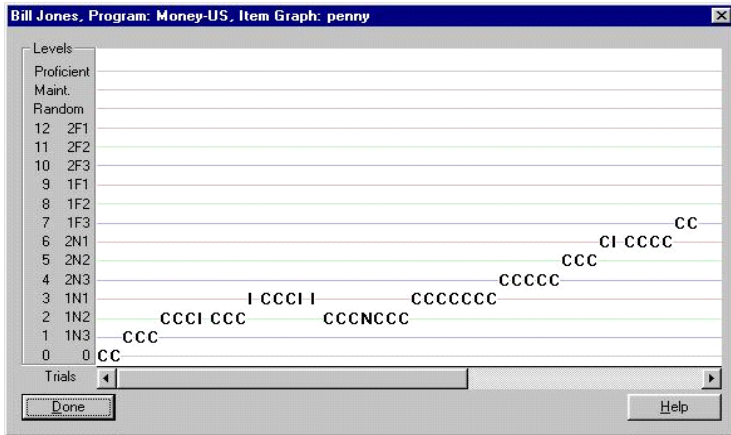
Add Items. Allows you to add additional items to a content program when AES enhances existing content programs already in use. If there are no unused items, the message “*Did not find any more program items to add.*” is displayed. If there are items that can be added, the Select Program Items dialog box is displayed.

Program Item Graph

Student Administration Tab > Programs > Actions Tab > Items> Basic Tab > View Graph

Common Administration Tab > Programs > Actions Tab > Items> Basic Tab > View Graph

The Program Item Graph dialog box displays a visual “trial response” graph for the selected item. The **Levels** column represents the trial “Steps” starting at 0 where there is nothing on the screen except the Target Item, to Proficient where the item no longer is actively trialed.



The numbers 0 to 12 are the steps in the Train mode. Mnemonics are given to aid in understanding what the user sees at each step. For example, at Train step 1 the **1N3** means **1** Non-familiar distracter at prompt level **3**. At Train Step 11 the **2F2** means **2** Familiar distracters at prompt level **2**.

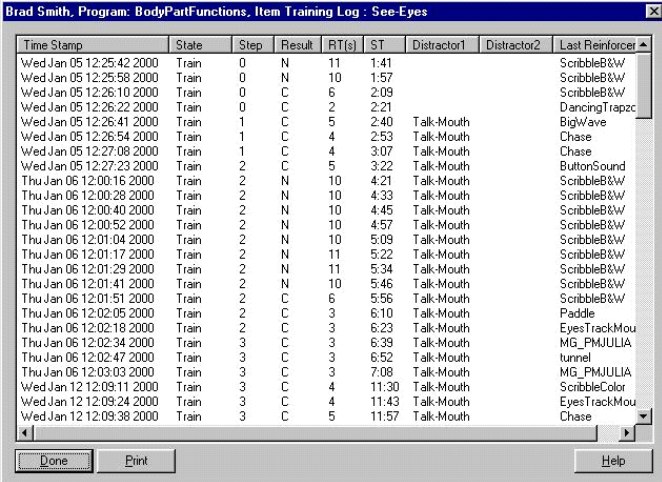
The three prompt levels are color coded on the graph. Prompt level 3 is blue, 2 is green, and 1 is red. This is useful when identifying specific item problems by prompt level. Trial results are represented across the bottom of the graph starting with the first trial to the left and subsequent trials moving to the right. **C** is for Correct, **I** is for Incorrect, and **N** is for No Response.

Program Item Training Log

Student Administration Tab > Programs > Actions Tab > Items> Basic Tab > View Log

Common Administration Tab > Programs > Actions Tab > Items> Basic Tab > View Log

The Program Item Training Log dialog box displays a chronological list of the completed trials for the selected item. Generally, this level of detail is not needed except in the case where a summary report reveals an issue with the item. This dialog gives information useful for determining if there are training problems for the item caused by certain distracters or reinforcers, or problems associated with the length of time the student was using the DT Trainer.



Time Stamp	State	Step	Result	RT(s)	ST	Distractor1	Distractor2	Last Reinforcer
Wed Jan 05 12:25:42 2000	Train	0	N	11	1:41			Scribble&w
Wed Jan 05 12:25:58 2000	Train	0	N	10	1:57			Scribble&w
Wed Jan 05 12:26:10 2000	Train	0	C	6	2:09			Scribble&w
Wed Jan 05 12:26:22 2000	Train	0	C	2	2:21			Dancing Trapp
Wed Jan 05 12:26:41 2000	Train	1	C	5	2:40	Talk-Mouth		BigWave
Wed Jan 05 12:26:54 2000	Train	1	C	4	2:53	Talk-Mouth		Chase
Wed Jan 05 12:27:08 2000	Train	1	C	4	3:07	Talk-Mouth		Chase
Wed Jan 05 12:27:23 2000	Train	2	C	5	3:22	Talk-Mouth		ButtonSound
Thu Jan 06 12:00:16 2000	Train	2	N	10	4:21	Talk-Mouth		Scribble&w
Thu Jan 06 12:00:28 2000	Train	2	N	10	4:33	Talk-Mouth		Scribble&w
Thu Jan 06 12:00:40 2000	Train	2	N	10	4:45	Talk-Mouth		Scribble&w
Thu Jan 06 12:00:52 2000	Train	2	N	10	4:57	Talk-Mouth		Scribble&w
Thu Jan 06 12:01:04 2000	Train	2	N	10	5:09	Talk-Mouth		Scribble&w
Thu Jan 06 12:01:17 2000	Train	2	N	11	5:22	Talk-Mouth		Scribble&w
Thu Jan 06 12:01:29 2000	Train	2	N	11	5:34	Talk-Mouth		Scribble&w
Thu Jan 06 12:01:41 2000	Train	2	N	10	5:46	Talk-Mouth		Scribble&w
Thu Jan 06 12:01:51 2000	Train	2	C	6	5:56	Talk-Mouth		Scribble&w
Thu Jan 06 12:02:05 2000	Train	2	C	3	6:10	Talk-Mouth		Paddle
Thu Jan 06 12:02:18 2000	Train	2	C	3	6:23	Talk-Mouth		EyesTrackMou
Thu Jan 06 12:02:34 2000	Train	3	C	3	6:39	Talk-Mouth		MG_PMJULIA
Thu Jan 06 12:02:47 2000	Train	3	C	3	6:52	Talk-Mouth		tunnel
Thu Jan 06 12:03:03 2000	Train	3	C	3	7:08	Talk-Mouth		MG_PMJULIA
Wed Jan 12 12:09:11 2000	Train	3	C	4	11:30	Talk-Mouth		ScribbleColor
Wed Jan 12 12:09:24 2000	Train	3	C	4	11:43	Talk-Mouth		EyesTrackMou
Wed Jan 12 12:09:38 2000	Train	3	C	5	11:57	Talk-Mouth		Chase

Program Order Items

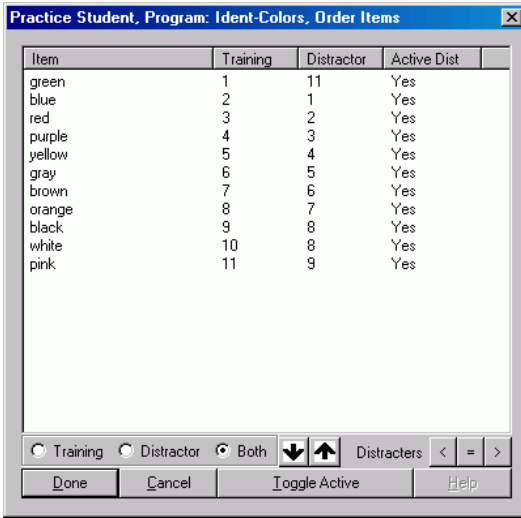
Student Administration Tab > Programs > Actions Tab > Items > Intermediate Tab > Order Items

Common Administration Tab > Programs > Actions Tab > Items > Intermediate Tab > Order Items

The Program Order Items dialog allows you to modify the system's default order of the training item and the distracter, and determine if an item is active or inactive as a distracter. This allows customization of the training to suit the student needs or the teaching philosophies of the teacher.

A columnar table is displayed in the dialog box that shows for each item in the program the following columns of information:

- **Item.** The name of the item.
- **Training.** The training order of the item.
- **Distracter.** The distracter order of the item.
- **Active Distracter.** Indicates if the item is to be used as a distracter. If a distracter is causing problems for a student while he is training, the distracter may be deactivated. The distracters may be reactivated if desired.



Item	Training	Distracter	Active Dist
green	1	11	Yes
blue	2	1	Yes
red	3	2	Yes
purple	4	3	Yes
yellow	5	4	Yes
gray	6	5	Yes
brown	7	6	Yes
orange	8	7	Yes
black	9	8	Yes
white	10	8	Yes
pink	11	9	Yes

Training, Distracter, and Both. If the **Training** radio button is selected, only the training order is reordered when you move items up and down in the **Item** list. If **Distracter** is selected, only the distracter order is reordered when you moved items up and down in the list. The order of the distracters may be set to have more or less interference with the target items as is appropriate. If **Both** is selected, then both training and distracter orders are changed when moving items up and down in the list.



The **Arrows** move the selected item either up or down in the list order.



These buttons control the offset of the presentation of the distracters in relation to the target item. The less than (<) button offsets the distracter by one place back. The equal (=) button makes the distracters and target equal. The greater than (>) button offsets the distracter by one place forward. This is an advanced feature.

Toggle Active. Toggles the active status of an item between “Yes” and “No” to activate or deactivate an item as a distracter.

Program Options

Student Administration Tab > Programs > Actions Tab > Options

Common Administration Tab > Programs > Actions Tab > Options

The Program Options dialog box allows you to manage parameters of a specific program. Many parameters are advanced features that are only set when a program is created. Most administrators will not need to change these parameters.

This dialog box has tabs for managing intermediate and advanced features.

Practice Student, Program Options: Ident-Colors

Intermediate | Advanced

Training Profile

EL 2 [Select New Profile](#)

Initial Training Step: 4

Trial Timeout: 10

Misc. Options

Extra Processing Time: 0 [INFO](#)

SD Mode: Both

☒ Display Item Name [INFO](#)

☐ Display Trial Cue [INFO](#)

Verbal SD | Target Image Criteria

SD	Good
* <action:show me> <item>	✓
✓ <action:show me> the <item> <class>	✓
✓ <action:show me> <item> <studentname>	✓
✓ <action:show me> the <item> <class> <studentname>	✓
✓ <studentname> <action:show me> <item>	✓
✓ <studentname> <action:show me> the <item> <class>	✓
✓ <action:point to> <item>	✓

[Done](#)

[*](#) [✓](#) [-](#) [Preview](#)

Intermediate Tab

Student Administration Tab > Programs > Actions Tab > Options > Intermediate Tab

Common Administration Tab > Programs > Actions Tab > Options > Intermediate Tab

Training Profile. Displays the training profile for the selected program.

Select New Profile. Displays the Select Training Profile dialog box that allows you to change the training profile for the student's program. For a description of the Select Training Profile dialog box, see page 5-12.

Initial Training Step. Specifies the Step (0-12) at which untrained items will begin training for the selected profile. For more information, see "DT Trainer Modes" on page 2-5.

Trial Timeout. Specifies the number of seconds that the DT Trainer waits after starting a trial before recording a **No Response** from the student. The default time for all profiles is 10 seconds.

Extra Processing Time. Specifies the time added to the default response time for a trial. This is set for programs that take a longer time for the student to process the trials. For example, it takes longer to process textually-based problems and math problems than simple recognition trials. The longer response time gives the student the time necessary to process and respond to the trial.

SD Mode. Specifies the mode in which SDs (commands) are given.

Display Item Name. If selected, displays the textual name beneath the item. This option is not available for all programs.

Display Trial Cue. If selected, displays a cue at the top of the screen. For example, the cue for the program "Sequence-DaysOfWeek-Before" is the days of the weeks listed in order from left to right. This option is not available for all programs.

Verbal SD Tab. Allows you to view a list of the verbal commands and to activate, test, and set the default verbal SD for the program.

The * sets the selected SD as the default command. The check activates the SD, the minus deactivates the SD, and **Preview** demos the SD.



Target Image Criteria Tab. Allows you to specify criteria for filtering target images. This tab is not displayed for programs that don't use target images. In cases where program items have one active image, there will be no criteria.

Advanced Tab

Student Administration Tab > Programs > Actions Tab > Options > Advanced Tab

Common Administration Tab > Programs > Actions Tab > Options > Advanced Tab

Using this tab, you can select the active train steps for the selected program and customize the student's advancement and fallback criteria for the program.

Practice Student, Program Options: Ident-Colors

Intermediate Advanced

Active Train Steps

These check boxes allow Train Mode steps to be skipped. Most programs have all steps checked and therefore trainable by default. These controls are for special cases and research and therefore would usually not be changed by the user.

6 (2N1)	<input checked="" type="checkbox"/>	12 (2F1)	<input checked="" type="checkbox"/>	Check All
5 (2N2)	<input checked="" type="checkbox"/>	11 (2F2)	<input checked="" type="checkbox"/>	
4 (2N3)	<input checked="" type="checkbox"/>	10 (2F3)	<input checked="" type="checkbox"/>	Uncheck All
3 (1N1)	<input checked="" type="checkbox"/>	9 (1F1)	<input checked="" type="checkbox"/>	
2 (1N2)	<input checked="" type="checkbox"/>	8 (1F2)	<input checked="" type="checkbox"/>	
1 (1N3)	<input checked="" type="checkbox"/>	7 (1F3)	<input checked="" type="checkbox"/>	
0 (0)	<input checked="" type="checkbox"/>			

Advancement / Fallback Criteria

These edit boxes allow special configuration or fine tuning of the advancement / fallback scheme. Selecting a training profile automatically configures these settings so most users will not need to edit them.

	Trials	Correct	Incorrect
Train PL0:	1	1	
Train PL3:	2	2	1
Train PL2:	2	2	1
Train PL1:	3	3	2
Random:	5	5	2
Maintenance:	5	5	2

Done

The Active Train Steps correspond to 13 steps of Train mode that are described in “13 Steps of Train Mode” on page 2-5. You can select the steps that you want to train.

Check All. Selects all train steps. All steps are used during training.

Uncheck All. Clears all train steps. You can then individually select the steps you want to use during training.

Advancement / Fallback Criteria. Advancement is based on the number of **Correct** responses within the set number of **Trials** that will advance a student's training to a higher train level. Fallback is based on the number of **Incorrect** responses within a set number of **Trials** that will set a student's training back to a lower train level.

In the following example, the Random mode requires the student to respond correctly to five out of five trials to advance the training item to the Maintenance

mode. Three incorrect responses out of five trials will cause the item to fall back to Train PL1.

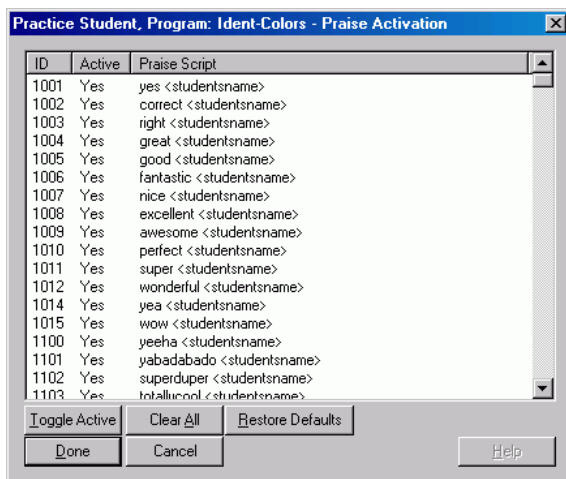
Train PL1:	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="1"/>
Random:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="3"/>
Maintenance:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="2"/>

Praise Activation

Student Administration Tab > Programs > Actions Tab > Praise

Common Administration Tab > Programs > Actions Tab > Praise

The Program Praise Activation dialog box allows you to specify which scripts should be active for a program. The dialog box displays a list of the Praise Scripts for the program and the **ID** and **Active** status of each script. This is an advanced feature and does not generally need to be used.



Toggle Active. Toggles the **Active** status for the selected **Praise Script** between “Yes” and “No”.

Clear All. Sets the **Active** status of all praise scripts to “No.” After performing this action, you must reactivate at least one praise script.

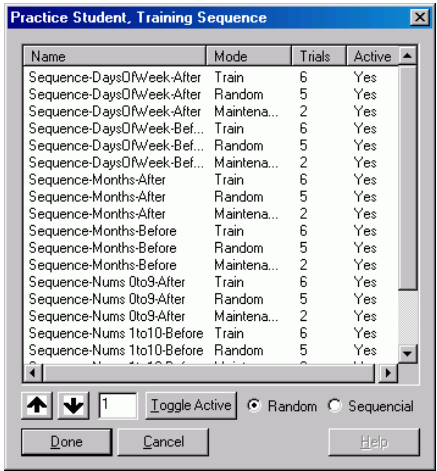
Restore Defaults. Sets the **Active** status of all praise scripts to the program’s default settings. This option is available only if performing student administration.

Update All. Resets the **Active** status of all praise scripts for the program as shown in the **Active** column for all students using the program. This option is available only if performing common administration.

Training Sequence

Student Administration Tab > Programs > Actions Tab > Sequence

The Training Sequence dialog box allows you to change the order in which the programs and training modes are presented to the student. You can also change the number of trials for each program and mode.



These arrows move the selected program/mode up or down in the list.

Specifies the number of trials to be presented to the student during training for the selected program/mode.

Toggle Active. Toggles the **Active** status for the selected program/mode between “Yes” and “No”.

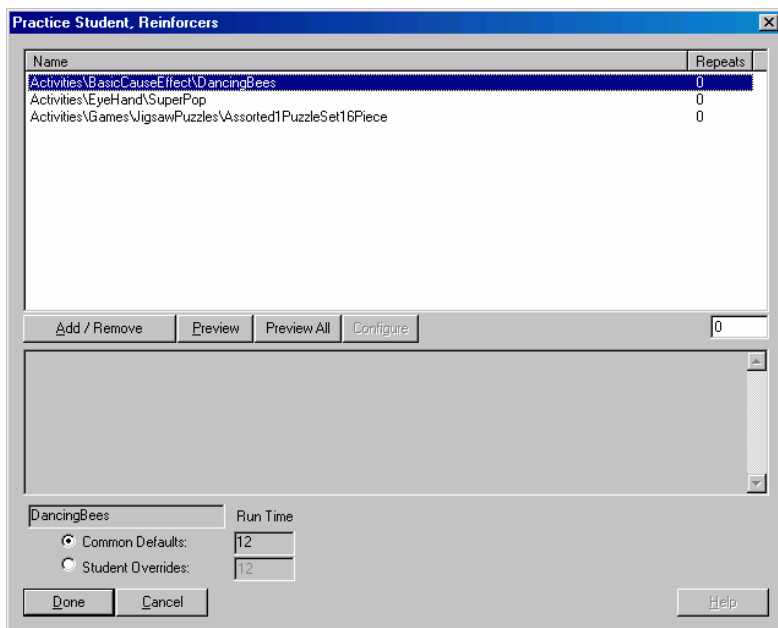
Random. Presents the programs in random order.

Sequential. Presents the programs in the order listed.

Reinforcers

Student Administration Tab > Reinforcers

The Reinforcers dialog box allows you to add, remove, and edit reinforcer run times for the selected student.



Add/Remove. Displays the Add Reinforcers dialog box that allows you to add and remove reinforcers for the current student. For a description of the Add Reinforcers dialog box, see page 5-30.

Preview. Demos the selected reinforcer.

Preview All. Demos all the reinforcers.

Configure. Allows you to configure special settings for the selected smart reinforcer. This option is enabled only for “smart” reinforcers; the names of these reinforcers are prefixed with “Super”.

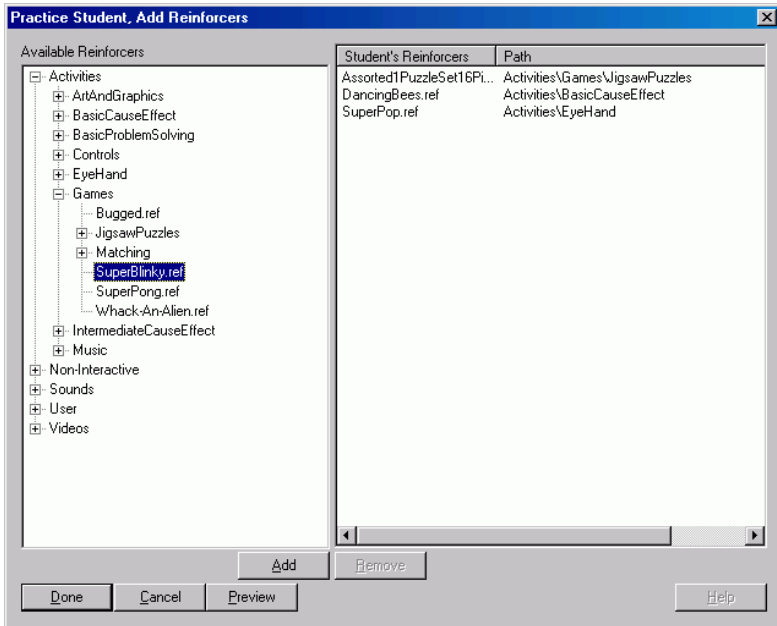
Common Defaults / Run Time. Indicates that the default run time should be used and displays the default run time.

Student Overrides / Run Time. Indicates that the run time specified will be used for the selected reinforcer, overriding the default run time.

Add Reinforcers

Student Administration Tab > Reinforcers > Add / Remove

The Add Reinforcers dialog box allows you to add, remove, and test reinforcers for the current student.



Available Reinforcers. Lists by category the names of reinforcers that are available for the current student.

Student's Reinforcers. Lists the names of reinforcers selected for the student. Add and remove reinforcers until the list is what you want for the student.

Path. Identifies the associated category path of each reinforcer.

Add. Moves the selected reinforcer from the **Available Reinforcers** list to the **Student's Reinforcers** list.

Remove. Moves the selected reinforcer from the **Student's Reinforcers** list to the **Available Reinforcers** list.

Preview. Demos the selected reinforcer from either list of reinforcers.

Program Trend Report

Student Administration Tab > Program Trends

The student's Program Trend Report shows a weekly history of all programs or just active programs. Using this report, areas warranting a more detailed review can be quickly identified. Two of the most useful summaries of this report are the Total Summary and the Percentage Correct Summary that are described later in Chapter 10, "Reports."

Programs are displayed alphabetically in the left-most column. Data for each program is displayed by the reporting year, month, and weekly start day as indicated by the headings shown in the figure that follows.

Bill Jones Program Trend Report

☒ Active ☐ All ☒ Trials ☐ Train ☐ Random ☐ Maintenance ☐ %X/T ☒ %X/(C+I) ☐ Raw
☐ Total ☒ Correct ☐ Incorrect ☐ No Response

Trend Report:

	2000		2000		2000		
	May		Aug			Sep	
	07	14	06	13	20	27	03
Money-US	94	78	88	68	76	80	88
Numbers0to100	96	98	91	88	90	90	89
Prepositions1	100	100	0	0	0	0	0
Sounds1	100	100	100	0	84	86	94
WhatDoYouWith	95	95	91	91	92	94	0
Words-Adjectives1	100	94	92	86	93	79	84
Words-DaysOfWeek	90	100	80	100	0	0	0
Words-Pronouns	92	95	84	76	88	80	79
Words-Survival	100	100	94	100	100	75	89
Words-Verbs1	100	100	85	100	90	78	81
Total (All Programs)	96	95	89	85	88	83	85

Done

Help

Active. Displays data for Active programs only.

All. Displays data for All programs.

Train Mode Buttons. The trial totals of all modes or for each training mode can be displayed individually by clicking one of four trial mode buttons. Only one mode can be selected at any one time. The buttons are as follows: **Trials** (all modes), **Train**, **Random**, and **Maintenance**.

Trial Response Buttons. The trial totals for all responses or for correct, incorrect, or no responses can be displayed individually by clicking of the four trial response buttons. Only one button can be select at any one time. The buttons are as follows: **Total**, **Correct**, **Incorrect**, and **No Response**.

Data Display Buttons. By default the data is displayed as the total number of trials for the selected train mode and selected trial response. If **Total** is not selected, three data display buttons are enabled that allow you view the data as a

percentage or a raw value. The data display buttons and a description of each follows:

%X/T. Displays **Correct**, **Incorrect**, or **No Response** data as percentages of total trials.

%X/(C+I). Displays **Correct** or **Incorrect** responses as percentages of when the student responded (excludes **No Responses**).

Raw. Displays **Correct**, **Incorrect**, or **No Response** data as an actual number of trials with each result.

Train States Report

Student Administration Tab > Train States

The Train States Reports shows a snapshot of the training states of each program item.

Program	State	Items			
BodyPartFunctions	Train	Kiss-Lips			
	Random	Taste-Tongue	Point-Finger	Run-Legs	Chew-Teeth
	Maintenance	Write-Hands			
	Proficient	See-Eyes	Talk-Mouth	Smell-Nose	Hear-Ears
Dots1to10	Train	seven dots			
	Random	four dots	five dots	six dots	eight dots
	Maintenance	nine dots	ten dots		
	Proficient	three dots	two dots		
Money-US	Train				
	Random	dime	quarter	one dollar bill	ten dollar bill
	Maintenance	twenty dollar bill			
	Proficient	penney	nickel	five dollar bill	one hundred dol...
Prepositions1	Train				
	Random	BallBehindTable			
	Maintenance	BallInFrontOfTa...			

Program. Specifies the programs that are to be included in the report. Options include “All”, “Active”, and each student program name.

States: Specifies the states of the selected programs to be included in the report. Select one or more of the following states: **Untrained**, **Train**, **Random**, **Maintenance**, **Proficient**, and **Do Not Train**.

Weekly Trial Results Report

Student Administration Tab > Trial Results

The Trial Results Report gives a summary of the overall progress of the student and also gives details down to the item level to help pinpoint problems. The report gives a weekly summary for the student's training program and specific items listing by mode levels.

Brad Smith, Weekly Trial Results Report

Week: Final Report

☒ Summary ☒ Program Summaries ☒ Program Items ☒ Reinforcers

☐ Week ☐ S ☐ M ☐ T ☐ W ☐ T ☐ F ☐ S ☐ %X/T ☒ %X/(C+I) ☐ Raw ☐ Both

Data Category	Sub Category 1	Sub Category 2	T	C	I	N	RT	
All Programs	Summary	Train	167	83%	16%	7%	3.57	
		Random	112	63%	36%	12%	3.63	
		Maintenance	37	85%	14%	8%	3.29	
		Total	316	77%	22%	9%	3.56	
Words-DaysOfWeek	Program	Train	0	0%	0%	0%	0.00	
		Random	7	83%	16%	14%	2.67	
		Maintenance	9	100%	0%	11%	2.88	
		Total	16	92%	7%	12%	2.79	
	Random	Thursday	7	83%	16%	14%	2.67	
	Maintenance	Saturday	4	100%	0%	0%	2.75	
		Wednesday	4	100%	0%	25%	3.00	
		Tuesday	1	100%	0%	0%	3.00	
	Dots1to10	Program	Train	51	87%	12%	5%	3.54
			Random	30	28%	71%	30%	3.81
			Maintenance	2	0%	100%	50%	3.00
Total			83	68%	31%	15%	3.61	

Week: Click on the arrow to select the desired training week to view. The date format is *YYYYMMDD* where *YYYY* is a four character year, *MM* is a two character month, and *DD* is a two character day.

Final Report/Partial: Indicates if the week has been completed.

Report Component Check Boxes: Check the boxes for the report components that you want to see.

Time Period Radio Buttons: Click on the button to display data for the week or for a specific day within the training week selected.

%X/T: Displays **Correct**, **Incorrect** or **No Response** data as percentages of total trials.

%X/(C+I): Displays **Correct** or **Incorrect** responses as percentage of when the student responded (excluding **No Responses**).

Raw: Displays **Correct**, **Incorrect**, or **No Response** data as an actual number of Trials with each result.

The data labels are defined as follows: **T** = Trial, **C** = Correct Response, **I** = Incorrect Response, **N** = No Response, and **RT** = Response Time.

Data Category. Identifies the individual programs and All Programs.

Sub Category 1. Identifies the training mode or level.

Sub Category 2. Identifies the summary mode or the program item being summarized.

Weekly Training Log

Student Administration Tab > Training Log

The Weekly Training Log displays a student's training log of all program items trialed for the current or previous weeks. Here you can determine if the student is getting access to the system when expected, or if he is having performance issues due to the length of time on the system.

Brad Smith, Weekly Training Log

Training Logs: 20000813TrainLog.dat Final Report

Time Stamp	Program	Item	State	Step	Result	RT(s)	ST	Distracter
Mon Aug 14 13:57:17 2000	Dots1to10	seven dots	Train	12	C	2	0:02	one dot
Mon Aug 14 13:57:24 2000	Dots1to10	seven dots	Train	12	C	3	0:09	one dot
Mon Aug 14 13:57:30 2000	Money-US	twenty dol...	Train	12	C	3	0:15	dime
Mon Aug 14 13:57:34 2000	Money-US	twenty dol...	Train	12	C	4	0:19	dime
Mon Aug 14 13:58:10 2000	BodyPartFuncio...	Write-Han...	Random	12	C	4	0:55	Point-Fing
Mon Aug 14 13:58:17 2000	BodyPartFuncio...	Point-Finger	Random	12	I	5	1:02	Run-Legs
Mon Aug 14 13:58:21 2000	BodyPartFuncio...	Point-Finger	Random	12	I	3	1:06	Taste-Toi
Mon Aug 14 13:58:24 2000	BodyPartFuncio...	Point-Finger	Train	12	I	3	1:09	See-Eyes
Mon Aug 14 13:58:28 2000	BodyPartFuncio...	Point-Finger	Train	11	I	3	1:13	See-Eyes
Mon Aug 14 13:58:31 2000	BodyPartFuncio...	Point-Finger	Train	10	I	3	1:16	See-Eyes
Mon Aug 14 13:58:34 2000	BodyPartFuncio...	Point-Finger	Train	9	I	3	1:19	See-Eyes
Mon Aug 14 13:58:38 2000	BodyPartFuncio...	Point-Finger	Train	8	C	3	1:23	See-Eyes
Mon Aug 14 13:58:44 2000	Words-MonthsD...	June	Mainten...	12	C	2	1:29	October
Mon Aug 14 13:58:51 2000	Words-MonthsD...	October	Mainten...	12	C	4	1:36	Novembe
Mon Aug 14 13:59:10 2000	Words-DaysOf...	Thursday	Mainten...	12	C	4	1:55	Wednesd
Mon Aug 14 13:59:15 2000	Words-DaysOf...	Wednesday	Mainten...	12	C	2	2:00	Thursday
Mon Aug 14 13:59:21 2000	Prepositions1	BallOnTable	Mainten...	12	C	3	2:06	BallInFro
Mon Aug 14 13:59:30 2000	Prepositions1	BallInFron...	Mainten...	12	C	4	2:15	BallOnTa
Mon Aug 14 14:00:08 2000	WhatDoYouKnowWith	Eat-Spoon	Random	12	C	3	2:53	Wash-So
Mon Aug 14 14:00:14 2000	WhatDoYouKnowWith	Write-Pencil	Random	12	I	3	2:59	Wash-So
Mon Aug 14 14:00:20 2000	WhatDoYouKnowWith	Write-Pencil	Train	12	C	5	3:05	Color-Cray
Mon Aug 14 14:00:28 2000	WhatDoYouKnowWith	Eat-Spoon	Random	12	C	4	3:13	Write-Per
Mon Aug 14 14:00:34 2000	Prepositions1	BallOnTable	Random	12	I	4	3:19	BallInFro

Done Print Help

Training Logs: Click on the arrow to select the desired training week to view. The date format is *YYYYMMDD* where *YYYY* is a four character year, *MM* is a two character month, and *DD* is a two character day.

Final Report/Partial Week: This indicates if the week has been completed.

Time Stamp: Displays when the trial occurred.

Program: The program that was trialed.

Item: The target item trialed.

State: The item state during the trial.

Step: The train step of the item during the trial. The step refers to the Train mode only.

Result: The trial result is **Correct**, **Incorrect**, **No Response**.

RT(s): The student's reaction time for the response in seconds.

ST: The session time in minutes and seconds. This is how long the student has been actively using the system.

Distracter1, 2: The name of one or both distracters if used.

Last Reinforcer: Displays the last reinforcer used.

Weekly Notes

Student Administration Tab > Notes

The Weekly Notes dialog box provides an area for you to document information specific to the student. For example you may want to document program or reinforcer changes, student illness, and other system use issues.

Brad Smith, Weekly Notes

Week: 20010708Notes.rtf

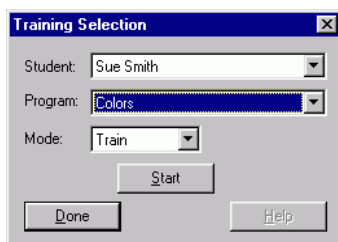
7/9 - absent/no training session
7/10 - Added Programs: Objects 2, Farm Animals
7/12 - Changed Reinforcer Frequency from 3 to 5

Done Save Cancel Print Help

Training Selection

Student Administration Tab > Train

The Training Selection dialog box allows you to start training for the selected student for a specified program and training mode.



Student. Specifies the student whose training you want to start.

Program. Specifies the program to be used during training.

Mode. Specifies the train mode for the program.

Start. Starts the training program for the selected student.

Common Administration Tab

The administration of content programs and program items, reinforcers for all students, administration password, and global student options such as session duration and screen options, is initiated from the **Common Administration** tab. Class level reports are also accessed from this tab. Changes to programs, reinforcers, and student options affect only those students created later. Existing students are not affected by the changes.

This dialog box has the following main sections.

Programs. Contains an option for viewing and managing content programs and program items.

StudentOptions. Contains an option for changing the options in the student template.

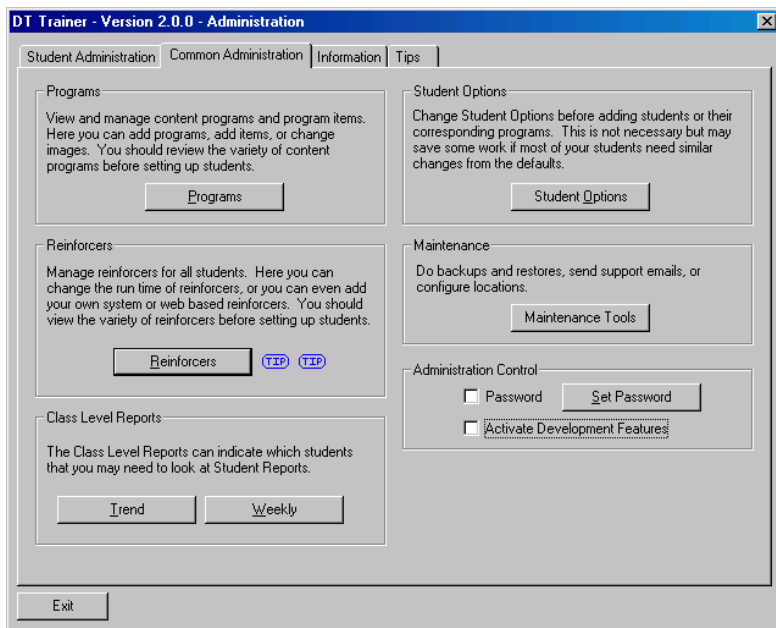
Reinforcers. Contains an option for managing reinforcers for all students.

Maintenance. Contains an option for managing DT Trainer data by allowing you to backup and restore data for one or more students.

Administrative Control. Contains options for assigning and requiring a password to perform DT Trainer administration and an option for activating development level features.

Class Level Reports. Contains options for displaying weekly and trend reports for all students as a whole and as individual students.

Advanced / Development. Contains an option for managing praise scripts. This section is displayed only if the **Activate Development Features** option is checked.



A description of the buttons and checkboxes follows.

Programs. Displays the DT Trainer Programs dialog box for managing content programs and program items.

Student Options. Displays the Student Options dialog box for the “Default Template”. Changes made to this template affect only students created after the changes. Some of the options that can be set include whether a touch screen is used for training, the session duration, and training screen color.

Reinforcers. Displays the Reinforcer Manager dialog box for performing management tasks such as editing, removing, activating, and testing an existing reinforcer and adding new reinforcers. For a description of the Reinforcer Manager dialog box, see page 5-42.

Maintenance Tools. Displays the DT Trainer Maintenance dialog box for performing backup and restore procedures on student and DT Trainer data.

Password. Activates the password access feature. If checked, the next time DT Trainer is opened, the Enter Password dialog box is displayed and the user must enter the appropriate password to access the DT Trainer Administration window.

Set Password. Displays the Set Password dialog box for specifying the password that must be used when opening DT Trainer. **Password** must be checked for the password to be put into effect. For a description of the Set Password dialog box, see page 5-46.

Activate Development Features. If checked, displays additional tabs and options on the various dialog boxes that allow you to perform development level tasks such as adding your own programs to DT Trainer. This option should only be used by very advanced administrators. Development features are not documented in this manual. For more information, visit <http://www.dttrainer.com/support/development/>.

Trend. Displays the System Trend Report that shows a number of summaries by student and class. This report shows trends across training weeks and is useful for seeing how the class is doing and which students may have training issues. For a description of the System Trend Report, see page 5-47.

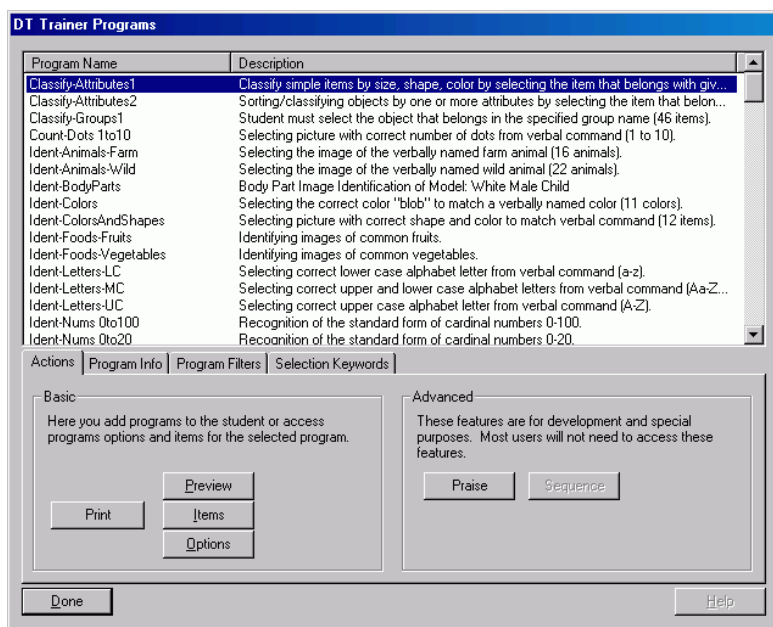
Weekly. Displays the System Training Weekly Report that shows a number of summaries for training results for each student and the class. The reports are in the form of a snapshot for the selected week. This report is useful in reviewing the students' progress with their program content. For a description of the System Training Weekly Report, see page 5-48.

Praise Management. This option is displayed only if the **Activate Development Features** option is checked. Praise Management displays the Praise Manager dialog box for editing existing praises and creating new praises. In general, it is not necessary to administer praises since DT Trainer installs the praises appropriate for each program. This is an advanced feature. For a description of the Praise Manager dialog box, see page 5-49.

DT Trainer Programs

Common Administration Tab > Programs

The DT Trainer Programs dialog box is used to manage content programs and program items. A list of all content programs and descriptions of the programs are displayed. Content programs are sorted by topic, which can be identified by the prefix to the left of the program name. A program is managed by selecting the program name in the list and selecting the appropriate button on one of the available tabs. The most often used management features are available on the **Actions** tab.



A summary of the features available on each of the tabs follows:

Actions. Contains buttons for printing a list of programs, previewing a program, managing the items in a program, and changing program options. Some advanced features are also available for development and special purposes.

Program Info. Displays information about the selected program. Information displayed usually includes a description, the skills taught, and the education level for which the program is appropriate.

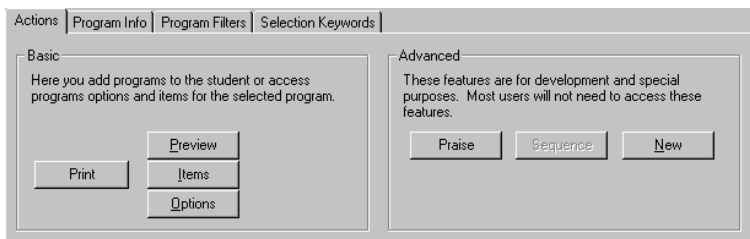
Program Filters. Allows you to filter the list of programs by specifying program criteria such as skills and levels.

Selection Keywords. Lists the keywords for the selected program. These keywords should not be modified or program filtering may not work.

* **Program Keywords.** Lists the keywords for all programs. These keywords should not be modified or program filtering may not work. This is an advanced feature and is displayed only if the **Activate Development Features** option is checked on the **Common Administration** tab.

Action Tab

Common Administration Tab > Programs > Action Tab



Print. Displays the Print dialog box for printing the list of programs displayed and their descriptions.

Preview. Demos the selected program.

Items. Displays the selected program's Program Items dialog box for the Default Template. Changes made to program items affect all students created afterwards. Current students are not affected. For a description of the Program Item dialog box, see page 5-18.

Options. Displays the selected program's Program Options dialog box for the Default Template. Changes made to the program options affect all students created afterwards. Current students are not affected. For a description of the Program Options dialog box, see page 5-24.

Praise. Displays the Program Praise Activation dialog box for the selected program for the Default Template. Changes made to the praise scripts affect all student created afterwards. Current students are not affected. For a description of the Program Praise Activation dialog box, see page 5-27.

Sequence. This option is not available for common administration. Training sequences can only be administered for a selected student.

New. Allows you to add a new content program to DT Trainer. As with the create a new student process, you are prompted for information such as the name of the new program and dialog boxes are displayed for entering information required for the new program. This is a development feature that is displayed only when the **Activate Development Features** option is checked on the **Common Administration** tab.

Program Info Tab

Common Administration Tab > Programs > Program Info Tab

This tab displays information about the selected program such as the skills trained by the program, grade level, and options.

Actions	Program Info	Program Filters	Selection Keywords
Selecting the day after a given day of the week (written).			
Description:	Drill & practice in recognizing the next day of the week. This program displays a day of the week and then prompts verbally for the student to choose the next day.		
Skill:	Sequencing, Life skill (understanding progression of days of the week)		
Level:	Kindergarten	Language:	English
		Culture:	American
Options:	The cue showing a list of the days of the week can be turned off. See the Program Options Intermediate tab.		

Program Filters Tab

Common Administration Tab > Programs > Program Filters Tab

The current filter criteria are used to filter the list of programs displayed. The criteria can be changed by clicking **Edit Criteria** and specifying the new criteria.

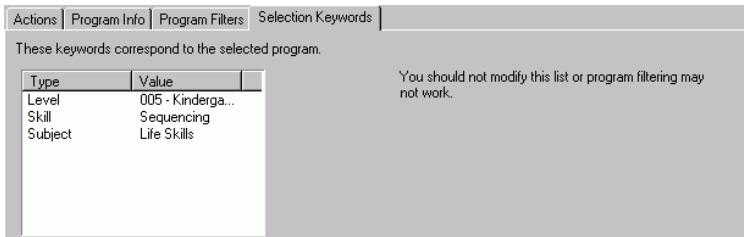
Actions	Program Info	Program Filters	Selection Keywords
Select filter criteria to display in the above list only the programs of interest.			
Type	Value	<input type="button" value="Edit Criteria"/>	
Level	005 - Kinderga...	This feature will allow you to see just the programs you may currently need.	
Level	010 - 1st grade		
Level	020 - 2nd grade		

Edit Criteria. Displays the Edit Programs Criteria dialog box that allows you to specify program types and levels to be used in filtering the list of programs displayed. For a description of the Edit Programs Criteria dialog box, see page 5-18.

Selection Keywords Tab

Common Administration Tab > Programs > Selection Keywords Tab

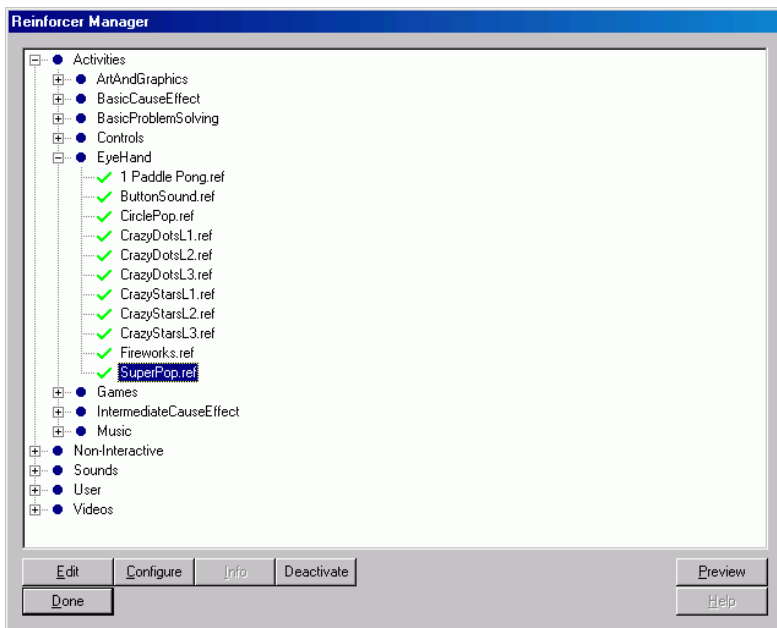
Lists the keywords for the selected program. These keywords should not be modified or program filtering may not work.



Reinforcer Manager

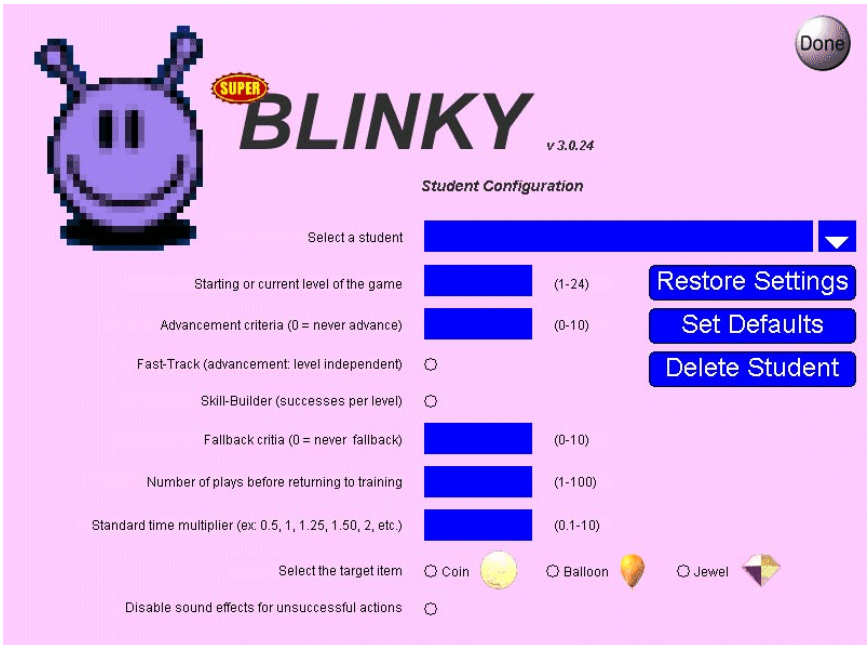
Common Administration Tab > Reinforcers

The Reinforcer Manager dialog box allows you to view, test, and edit reinforcers for all students. Most administrators will generally just use the **Preview** feature to view reinforcers, and sometimes the **Edit** feature to change the run time of reinforcers. The scrollable list displays reinforcers categorically. When you initially open the Reinforcer Manager you see the top level reinforcer categories. To navigate the Reinforcer Manager dialog box click on the **plus** or **minus** signs in the list to open (expand) or close (collapse) reinforcer categories.



Edit. Displays a dialog that enables the administrator to make changes to the selected reinforcer.

Configure. This option is only enabled for smart reinforcers. If the selected reinforcer is a smart reinforcer, this option can be selected and you can change settings specific to the reinforcer. Smart reinforcers can be recognized by their name; the names of smart reinforcers are prefixed with “Super.” The reinforcer SuperBlinky in the Activities\Games category is a smart reinforcer; its configuration screen is shown in the following figure.



Smart reinforcers have a student configuration screen that is similar to the one shown for SuperBlinky. The configuration options for each smart reinforcer are specific to the reinforcer and independent of other reinforcers. Some common configurations employed throughout smart reinforcers are the Advancement and Fallback criteria. The Advancement criteria gives the administrator the option to choose between Fast-Track and Skill-BUILDER. The Fast-Track option quickly determines the user’s level of competency by advancing automatically after each success. Skill-BUILDER allows for more practice at each level. The amount of time spent at each level is determined by the administrator. The Fallback criteria allows the administrator to choose the number of times that a user can fail at a level before it reverts back to the previous level.

Info. This option displays information about the reinforcer.

Deactivate/Activate. This button toggles between the two actions. If the selected reinforcer is not active as indicated by a red X icon, the button label reads

Activate and lets you activate the reinforcer. If the selected reinforcer is active as indicated by the green check mark icon, the button label reads **Deactivate** and lets you deactivate the reinforcer.

Preview. Runs the selected reinforcer for a short period of time, allowing you to view the reinforcer.

New. Asks for a new name, adds the associated reinforcer, and opens the Edit Reinforcer dialog box to complete the reinforcer definition for any new reinforcers created. When adding new reinforcers, you should place them in the User category or one of its sub-categories. If you place your reinforcer anywhere else, there is a possibility that it could be overwritten. Third party reinforcers are not supported by AES. For a description of the Edit Reinforcer dialog box, see page 5-44. How to add new reinforcer to DT Trainer is described on page 7-2.

New Directory. Prompts you to enter the name of a new directory. A directory (reinforcer category) is added under the selected category.

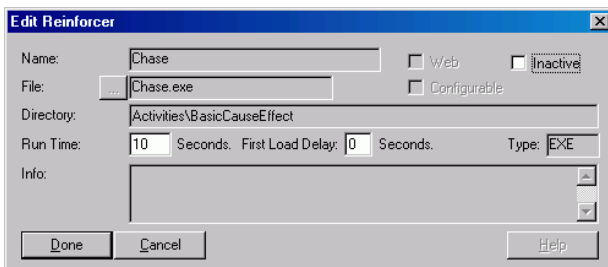
Delete. Deletes the reinforcer definition within the software; it does not actually remove associated resources like bitmaps, html files, avi files, or executable files from the hard drive.

Edit Reinforcer

Common Administration Tab > Reinforcers > Edit

The Edit Reinforcer dialog box allows you to edit certain aspects of a reinforcer, but not the reinforcer itself. This dialog box is displayed when you click **Edit** or **New** in the Reinforcer Manager dialog box. If you are creating a new reinforcer, you'll be asked to enter a name before the Edit Reinforcer dialog box is displayed. This dialog box is available only when the **Activate Development Feature** option is checked.

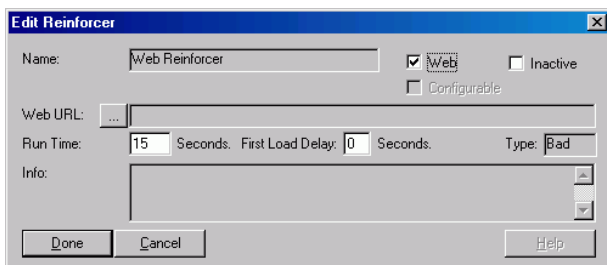
If you are editing an AES reinforcer, only the **Run Time**, **First Load Delay**, and **Inactive** options can be edited. All other options are disabled.



Name. The name of the reinforcer.

Directory. Directory containing the reinforcer.

Web. Indicates that the reinforcer is web-based. Check this option if you are adding a new reinforcer that is web-based; **File** is replaced with **Web URL**, allowing you specify the web URL for the reinforcer.

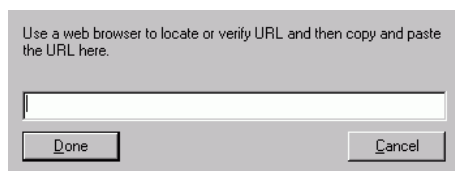


Configurable. Indicates that the reinforcer itself has configurable options. For example, as with video games, some smart reinforcers may have different playing levels and automatically adjust themselves to the student's ability.

Inactive. If checked, prevents the reinforcer from being used. This option is useful when you have a reinforcer that can't be played on the system or doesn't work properly.

File. The reinforcer file name. This box is shown if **Web** is not checked. If creating a new reinforcer, click the button with the three dots to display the Open dialog box that allows you to find and select the new reinforcer. A User directory is already setup and the file structure should follow the current file structure in place for other Reinforcer categories. Video clips of a student engaged in a favorite activity or a game on the system are examples of possible reinforcers that you could add. If you add other games you must also verify that they do not cause problems such as lock ups for other DT Trainer reinforcers. Once a new reinforcer is created, the navigation button is disabled and you can not make changes to the file name.

Web URL. The web address of the reinforcer. This box is shown if **Web** is checked. If adding a new reinforcer, click the button with the three dots; you are then prompted to enter the URL of the reinforcer. A User directory is already setup and the file structure should follow the current file structure in place for other Reinforcer categories. You should verify that you can access the web-based reinforcer and that it works and does not cause problems such as lock ups for other DT Trainer reinforcers.



Run Time. Reinforcers are installed with a default run time, however, you can change the run time of a reinforcer for all students from this dialog. Some reinforcers can be set for a shorter or longer time period if they are not time dependent reinforcers such as videos or sound clips. These reinforcers have specific durations and are already set appropriately.

First Load Delay. The **First Load Delay** edit box lets you give the computer the time required to load and display a reinforcer without robbing the student of run-time. Some reinforcers can be slow to load on old computers. This parameter is adjusted to give a cushion of extra time to compensate for the first time that the system loads the slower loading reinforcer. Subsequent uses of the reinforcer usually load considerably quicker because the reinforcer is already loaded in the computer's memory. If subsequent plays of a Reinforcer are taking as long to display on the screen as the first time it was used, the computer needs an upgrade of the system's RAM. Adding an additional 64 or more megabytes of RAM generally solves the problem.

Type. Indicates the file type of the reinforcer.

Info. Optional information about the reinforcer.

Set Password

Common Administration Tab > Set Password

The Set Password dialog box allows you specify the password that is to be used when accessing DT Trainer Administration.



Enter Password. Type the password.

Reenter Password. Re-type the password to verify that you typed it correctly the first time.

Enter Hint. Type a hint that will help you remember the password. For example, if you used your favorite color as the password, an appropriate hint would be “favorite color”.

System Trend Report

Common Administration Tab > Trend

The System Trend Report generates a number of summaries by student and class. This report shows trends across training weeks. It is generally the first report that should be looked when you want to see how the class as a whole is doing and to find out which students may have training issues.

For more information, see “Viewing and Printing Class Level Reports” on page 6-6 and Chapter 10.

	2000 May 07	2000 Aug 06	2000 Sep 03
BradSmith	191	302	316
BillJones	224	223	246
Total	415	525	562

Train Mode Buttons. The trial totals of all modes or for each training mode can be displayed individually by clicking one of four trial mode buttons. Only one mode can be selected at any one time. The buttons are as follows: **Trials** (all modes), **Train**, **Random**, and **Maintenance**.

Trial Response Buttons. The trial totals for all responses or for correct, incorrect, or no responses can be displayed individually by clicking of the four trial

response buttons. Only one button can be select at any one time. The buttons are as follows: **Total**, **Correct**, **Incorrect**, and **No Response**.

Data Display Buttons. By default the data is displayed as the total number of trials for the selected train mode and selected trial response. If **Total** is not selected, three data display buttons are enabled that allow you view the data as a percentage or a raw value. The data displays buttons and a description of each follows:

%X/T. Displays **Correct**, **Incorrect**, or **No Response** data as percentages of total trials.

%X/(C+I). Displays **Correct** or **Incorrect** responses as percentages of when the student responded (excludes **No Responses**).

Raw. Displays **Correct**, **Incorrect**, or **No Response** data as an actual number of trials with each result.

System Training Weekly Report

Common Administration Tab > Weekly

The System Training Weekly Report provides a summary by response results and mode. This report can be scanned to review a student's progress with the program content.

For more information, see “Viewing and Printing Class Level Reports” on page 6-6 and Chapter 10.

Student	Trials	Train	Random	Maintenance
BradSmith	185	84	60	41
BillJones	343	103	128	112
Total	528	187	188	153

Week: Click on the arrow to select the desired training week to view. The date format is *YYYYMMDD* where *YYYY* is a four character year, *MM* is a two character month, and *DD* is a two character day.

Final Report/Partial Week Report: Indicates if the week has been completed.

Report. The selected option, “Response” or “Train Mode”, determines if the summary is by response results or by mode. If by “Response”, the column headings are **Trials**, **Train**, **Random**, and **Maintenance**. If by “Train Mode”, the column headings are **Trials**, **Correct**, **Incorrect**, and **No Response**.

Trial Response Buttons. The trial totals for all responses or for correct, incorrect, or no responses can be displayed individually by clicking of the four trial response buttons. Only one button can be select at any one time. The buttons are as follows: **Total**, **Correct**, **Incorrect**, and **No Response**.

Data Display Buttons. By default the data is displayed as the total number of trials for the selected train mode and selected trial response. If **Total** is not selected, three data display buttons are enabled that allow you view the data as a percentage or a raw value. The data displays buttons and a description of each follows:

%X/T. Displays **Correct**, **Incorrect**, or **No Response** data as percentages of total trials.

%X/(C+I). Displays **Correct** or **Incorrect** responses as percentages of when the student responded (excludes **No Responses**).

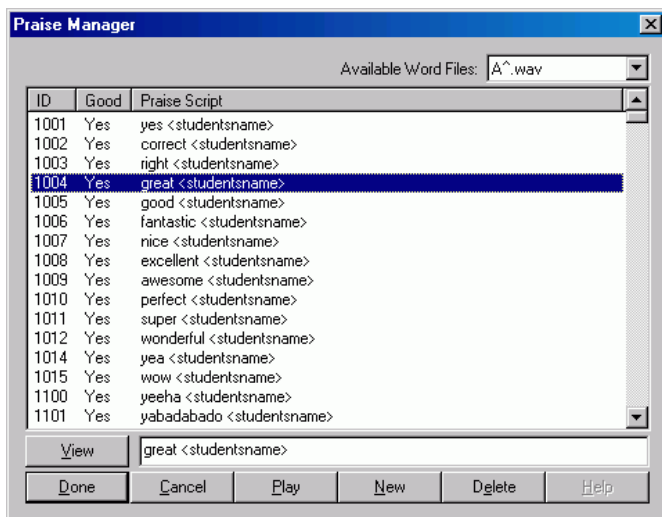
Raw. Displays **Correct**, **Incorrect**, or **No Response** data as an actual number of trials with each result.

Praise Manager

Common Administration Tab > Praise Management

Praise is the positive verbal feedback given to a student after a correct response.

This option is available only if the **Activate Development Features** option is checked on the **Common Administration** tab. The Praise Manager dialog box provides for complete administration of praises including editing existing praises and creating new praises. Most administrators will not need to use the Praise Manager dialog box because the DT Trainer installs the praises appropriate with each program. This is an advanced feature.



Available Word Files. List of praise word audio files. These words are recognized in scripts. When adding new praise scripts, your scripts should be limited to words found in this list. The caret (^) implies an inflected version of the word sound.

ID. Identification number associated with a specific praise script.

Good. Indicates that the script has been parsed and that the word files are available.

Praise Script. The script associated with the ID number.

View. Displays the script for the selected Praise Script in an editable text box.

Play. Plays the audio file associated with the selected Praise Script.

New. Allows you add a new script to the list. A new ID is automatically assigned to the script and the **Good** status is set to “No” in the list of praise scripts. In the **View** box, enter the new script.

Delete. Deletes the selected Praise Script from the list.

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Common Administration

Changes that are made through the **Common Administration** tab affect all students created thereafter. Changes do not impact existing students. If you want the same changes to be applied to existing students, you will need to make the changes to each student through the **Student Administration** tab.

Viewing, Filtering, Printing, and Previewing Programs

The DT Trainer Programs dialog box is used for viewing and managing programs within DT Trainer. Basic tasks that can be performed from this dialog box include the following:

- Viewing program information
- Filtering the list of programs
- Printing the list of programs
- Previewing a program

The following procedure describes how to perform these tasks.

1. Select **Common Administration > Programs** to display the DT Trainer Programs dialog box.
The list of programs and descriptions (if available) are displayed in a scrollable pane.
2. To filter the list, select **Program Filters > Edit Criteria** to display the Edit Programs Criteria dialog box. Check the appropriate criteria values and then click **Select**. The list of programs displayed is updated based on the criteria.
3. To print the list, select **Actions > Print** to display the Print dialog box. Select the appropriate printer and then click **OK**.
4. To preview or see a demonstration of a program, highlight the program and then select **Actions > Preview**.
5. Click **Done** to return to the **Common Administration** tab.

Managing Program Items Globally

Items within a program can be managed and customized in the Program Items dialog box. Basic program items management tasks include the following:

- Viewing and printing the program items list
- Previewing items
- Viewing a graph of trials by program item
- Viewing a log of trials by program item
- Changing the step or state of an item

To perform these basic management tasks, perform the following steps.

1. Select **Common Administration > Programs** to display the DT Trainer Programs dialog box. Click the **Actions** tab.
2. To view and perform management tasks on a program's items, highlight the program and then click **Items** to display the Program Items dialog box. Click the **Basic** tab if it is not the active tab.

The following information is displayed for each item in the program:

- item name
 - training order
 - current train state
 - current train step
3. To print the list of item information, click **Print**. Select the appropriate printer in the Print dialog box and then click **OK**.
 4. To view the image of an item, highlight the item in the list. The image is displayed to the right of the list.
 5. To preview or see a demonstration of the item in the program, highlight the item and then click **Preview**.
 6. To view a graph of trials by program item, click **View Graph**. The Program Item Graph displays a visual "trial response" graph for the selected item. Click **Done** to return to the Program Items dialog box.
 7. To view a log of trials by program item, click **View Log**. The Program Item Training Log displays a chronological list of the completed trials for the selected item. Click **Done** to return to the Program Items dialog box.
 8. To change the step an item or specified items:
 - a. Select the appropriate item(s) in the **Set Initial Train Step of** list.
 - b. In the **to** box, type the new initial train step (0-12).
 - c. Click **Apply**.
 9. To change the state of an item or specified items:
 - a. Select the appropriate item(s) in the **Set Train State of** list.
 - b. In the **to** box, select the new train state.
 - c. Click **Apply**.
 10. Click **Done** to return to the Program Items dialog box.

Setting Student Options in the Student Template

Default student options are specified in the Default Template. When configuring global student options and programs, "Default Template" appears in the title bar of the various dialog boxes. When a new student is created, he has the same options as the Default Template. Existing students are not affected by changes to the Default Template.

Default student options are set in the Default Template: Student Options dialog box. Basic customization tasks that can be performed from this dialog box include the following:

- Limiting the session duration
- Specifying whether or not a touch screen is used
- Specifying the student's gender

The following procedure describes the steps to change basic default student options.

1. Select **Common Administration > Student Options** to display the Default Template: Student Options dialog box.
2. Click the **Basic** tab.
3. To limit the session duration for students created later, check **Limit Session Duration to:** and type the number of minutes in the **Minutes** box.
4. If most students will use a touch screen, check the **Touch Screen** box; otherwise clear the check box.
5. If most students are males, select **Male**; otherwise select **Female**.
6. Click **Done** to save the changes and return to the **Common Administration** tab.

Viewing and Managing Reinforcers

The Reinforcer Manager dialog box is used to view, test, and edit reinforcers for all students. Generally, you'll use the **Preview** feature to view and test a reinforcer, and the **Edit** feature to change the run time of reinforcers. Basic tasks that can be performed from the Reinforcer Manager dialog box include the following:

- Viewing a list of reinforcers by category
- Deleting a reinforcer
- Activating or deactivating a reinforcer
- Previewing a reinforcer
- Changing the run time of a reinforcer
- Specifying a delay period the first time a reinforcer is loaded

The following procedure describes the steps to view and manage reinforcers.

1. Select **Common Administration > Reinforcers** to display the Reinforcer Manager dialog box.
Categories of reinforcers are displayed in the dialog box.
2. To view sub-categories and their reinforcers, click the **plus** button to expand the list. To collapse a category list, click the **minus** button.

A ✓ beside a reinforcer indicates that the reinforcer is active; an ✕ indicates that the reinforcer is inactive.

3. To delete a reinforcer, highlight the reinforcer and click **Delete**.
4. To activate or deactivate a reinforcer, highlight the reinforcer and click **Activate** or **Deactivate**. The label of the **Activate/Deactivate** button changes depending upon the state of the selected reinforcer.
5. To view or test a reinforcer, highlight the reinforcer and click **Preview**.
6. To change the default run time of a reinforcer, highlight the reinforcer and click **Edit** to display the Edit Reinforcer dialog box. In the **Run Time** box, type the number of seconds that the reinforcer is to run and then click **Done**.
7. To specify a first load delay time for a reinforcer, highlight the reinforcer and click **Edit** to display the Edit Reinforcer dialog box. In the **First Load Delay** box, type the number of seconds for the delay and then click **Done**.

By specifying a delay time, you give the computer the time required to load and display a reinforcer without robbing the student of run time. Some reinforcers can be slow to load on old computers. This parameter is adjusted to give a cushion of extra time to compensate for the first time that the system loads the reinforcer. Subsequent uses of the reinforcer usually load considerably quicker. If subsequent uses of the reinforcer are taking as long to display on the screen as the first time it was used, the computer will need an upgrade of the system RAM (memory). An additional 64 megabytes (MB) or more of RAM will generally solve the problem.

8. Click **Done** to return to the **Common Administration** tab.

Setting/Changing an Administration Password

If a number of people have access to the computer running DT Trainer and you want to limit the people who can make changes in DT Trainer, you can set an administration password and have DT Trainer prompt the user for the password.

To set the password, perform the following steps.

1. Select **Common Administration > Set Password** to display the Set Password dialog box.
2. Type the new password in the **Enter Password** and **Reenter Password** boxes.
3. Type a hint to help you remember the password in the **Enter Hint** box.
4. Click **Done**.
5. Check the **Password** check box on the **Common Administration** tab to activate the password feature. The next time DT Trainer is accessed, the user will be prompted for the password.

Activating Development Features

DT Trainer has a number of development features that require an expert understanding of DT Trainer features and how to manage and configure the system and students. If not used correctly, some development features can corrupt DT Trainer. Development features are not normally displayed. These features are activated by checking the **Activate Development Feature** option on the **Common Administration** tab. The default for this option is clear. When checked, additional tabs (named **Development**) and options are displayed within DT Trainer Administration dialog boxes. This manual does not cover development tasks in detail. For detailed information on development tasks, visit <http://www.dttrainer.com/support/development/>.

Viewing and Printing Class Level Reports

Class level reports, System Trend Report and System Training Weekly Report, are accessed from the **Common Administration** tab. For more information on using reports, see Chapter 10.

1. Select **Common Administration > Trend** to generate the System Trend report. This report is described on page 5-47.
2. To view the total number of trials performed by students by week, select **Trials** and **Total**. This summary is the default report.
3. To view the percent correct data, select **Trials** and **Correct**.
4. Click **Done** to return to the **Common Administration** tab.
5. Select **Common Administration > Weekly** to generate the System Training Weekly report. This report provides a summary by response results and by mode. Use this report to review students' progress with their program content. The System Training Weekly report is described on page 5-48.
6. Select the week that you want to check from the **Week** list.
7. Select "Response" or "Train Mode" from the **Report** list.
8. Click **Done** to return to the **Common Administration** tab.

Setting User and Location Information

The **Information** tab is used to enter user and DT Trainer location information, to view registration information, register DT Trainer, and view Accelerations Educational Software company information. This information is used for support purposes.

1. From the DT Training Administration window, click the **Information** tab. This tab is described on page 3-9.
2. Type the appropriate information into the text boxes in the **User and DT Trainer Location Information** group box.

Registering DT Trainer

The first time you access DT Trainer, you are asked to register the software. You are prompted to register the product each time you open DT Trainer until it is registered. DT Trainer will not run after 30 days if it is not registered.

To register the program at any time, perform the following steps.

1. From the DT Trainer Administration window, click the **Information** tab.
2. Click **License/Registration** to display the Registration dialog box. Follow the instructions in the dialog box. For more information, see “Registering Your Software” on page 3-3.
3. Enter the appropriate registration information from Accelerations Educational Software into the **Activation Key** and **Customer ID** boxes and then click **Process Registration**.

Viewing DT Trainer Tips

Tips on topics such as new features and improving performance are displayed in the **Tips** tab. From the DT Trainer Administration window, click the **Tips** tab. The **Tips** tab is shown on page 3-11.

Student Administration

Creating a New Student

DT Trainer guides you through the creation of a new student. After creating the student, you can select the student and then view and manage the student’s programs, program items, options, reinforcers, and praise scripts.

To create a new student, perform the following steps.

1. Select **Student Administration > Create** to begin the process. The prompt “Enter unique full name of the new student. (Like John Doe) Then click Done.” is displayed.
2. Type the unique full name of the new student and then click **Done**. The prompt “Now select the appropriate “Training Profile” and other options and then click Done.” is displayed.
3. Click **OK**. The Student Options dialog box is displayed. Click **Select New Profile** to display the Select Training Profile dialog box. The Select Training Profile dialog box is described on page 5-12.

Select Training Profile

Select Profile: **IL 1**

Advancement / Fallback Criteria

	Trials	Correct	Incorrect
Train PL0:	1	1	
Train PL3:	1	1	1
Train PL2:	1	1	1
Train PL1:	3	3	1
Random:	5	5	2
Maintenance:	5	5	2

Intermediate Learner 1: This student is generally developmentally a 4 or 5 year old child. Student is a slow learner but only needs reinforcement every 5 correct trials. He also needs a moderate amount of repetition. Pick short length reinforcers that are generally 7 to 30 seconds.

☒ Initial Train Step: **7**
☒ Reinforcer Tokens: **5**
☒ Trial Timeout: **10**

4. Select a profile from the **Select Profile** list and then click **Select**. Click **Done** on the Student Options dialog box. The prompt “Next add one or more programs for trials. Then click Select, and follow the instructions.” is displayed.
5. Click **OK**. The Select Content Programs dialog box is displayed. This dialog box is described on page 5-17.

Select Content Programs

Tip: Hold down the "Ctrl" key to multi-select.

Available Programs

- Classify-Attributes1
- Classify-Attributes2
- Classify-Groups1
- Count-Dots 1to10
- Ident-BodyParts
- Ident-Colors
- Ident-ColorsAndShapes
- Ident-Letters-LC
- Ident-Letters-MC
- Ident-Letters-UC
- Ident-Nums 0to100
- Ident-Nums 0to20
- Ident-Nums Tens 10to90
- Ident-Shapes
- Match-NumsFromWords 0-20
- Match-NumsToWords 0-20
- Match-Objects1FromWords
- Match-Objects1ToWords
- Match-Objects2FromWords
- Match-Objects2ToWords
- Math-Misc-GT LT EQ 0-100
- Math-Misc-Odd Even
- Math-Misc-Ordinal Numbers
- Math-NumAdd 01s 0-9
- Math-NumAdd 01s 10-19
- Math-NumAdd 01s 20+
- Math-NumAdd 05s
- Math-NumAdd 05s Plus 10

The DT Trainer has numerous content programs. To help you view the programs that you are currently interested in potentially selecting, use the Filter below to limit the programs displayed on the left. If no filters (criteria) are applied, the program list will display all available programs. The program list always excludes programs that you have already added to the student.

Filter Viewed Programs

Type	Value
Level	005 - Kindergarten
Level	010 - 1st grade
Level	020 - 2nd grade

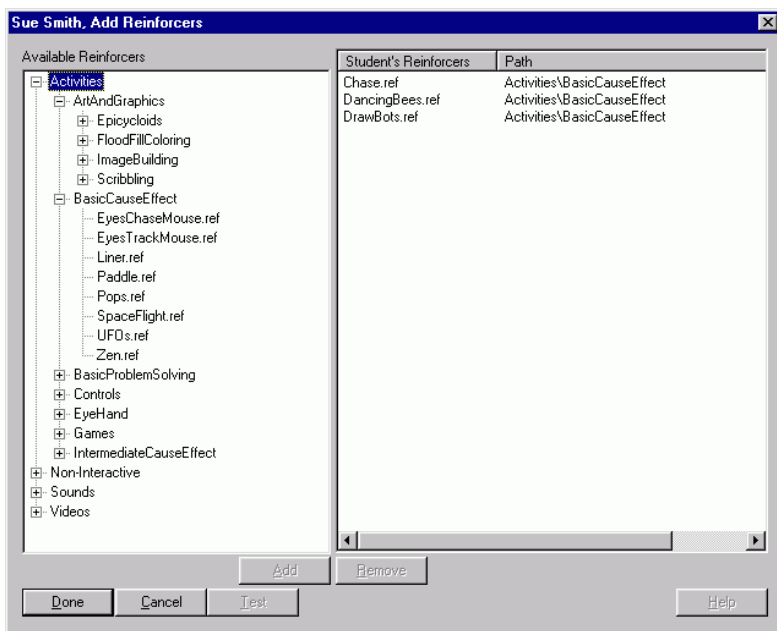
Program Description

6. Highlight the programs you want to add to the student and then click **Select**.

To select multiple programs, press and hold the **CTRL** key while you select the programs. The Programs dialog box and the prompt *“Are all of the programs you are now adding for the student to learn from the beginning? (Not for practice, generalization, or maintenance).”* are displayed.

Note: If the program filter criteria are not appropriate for the student, click Edit Criteria and edit the criteria to update the list of programs.

7. Click **Yes**. The Reinforcement Setup prompt, *“Now select reinforcers from the “Available Reinforcers” list clicking the “Add” button to add reinforcers to the “Student’s Reinforcers” list. Then click Done.”* is displayed.
8. Click **OK**. The Add Reinforcers dialog box is displayed. This dialog box is described on page 5-30.



9. Add reinforcers to the **Student Reinforcers** list and then click **Done**. The prompt, *“Edit name of Student Training Icon, and then press Done. The student’s icon will appear in the DT Trainer Students training folder. You will normally use that icon to start student training.”* is displayed.

10. Edit the name of the student's training icon if necessary and then click **Done**. The Basic Student Setup Complete prompt is displayed.
11. Click **OK**. The setup for the new student is complete.

Selecting a Student

Before you can make changes to a student, you must first select the student. To select the student that you want to manage, perform the following steps.

1. Select **Student Administration**.
2. In the **Currently Selected Student** group box, click the down arrow of the list box to display the list of students.
3. Select the student that you want administer.

Tasks performed from the **Student Administration** tab are performed on the student displayed in the student name box.

Deleting a Student

When you delete a student, all training configuration information for the student is deleted.

1. Select **Student Administration**.
2. In the **Currently Selected Student** group box, click the down arrow of the list box to display the list of students.
3. Select the student that you want to delete.
4. Click **Delete**.

Setting Student Options

Student options are configured using the Student Options dialog box. Once set, the options rarely need to be changed. Basic tasks that can be performed from the Student Options dialog box include the following:

- Setting the student's training profile
- Setting the touch screen option
- Limiting the training session duration
- Specifying the student's gender
- Setting student information
- Setting the number of consecutive trials
- Setting the DT Trainer's action to incorrect responses
- Setting verbal SDs (commands)

To configure the settings for the currently selected student, perform the following steps.

1. Select **Student Administration > Options** to display the Student Options dialog box and then click the **Basic** tab.
2. To change the student's training profile, click **Select New Profile** to display the Select Training Profile dialog box. Select the appropriate profile from the **Select Profile** list. Uncheck the **Initial Train Step**, **Reinforcer Tokens**, and **Trial Timeout** check boxes if you do not want to use their settings. Click **Select** to return to the Training Options dialog box.
3. To set the touch screen option, check the **Touch Screen** check box to configure the system to accept student responses from a touch screen. Clear the check box if the student is going to use a mouse.
4. To override the default session duration, check the **Limit Session Duration** check box and enter the session time in minutes in the **Minutes** box.
5. To set the gender, select **Male** or **Female**.
6. To change student information, click the **Other** tab and make the appropriate changes to the options in the **Student Information** group box.
 - a. Edit the text in the **Full Name**, **Student ID**, and **Spoken** boxes. The **Full Name** is used in reports. The name specified in the **Spoken** box is used in SDs and praise scripts.
 - b. To change the frequency of the usage of the student's name in SDs, change the percentage in the **Use Name** box.
7. To set the number of trials performed consecutively before training another program or mode, make the appropriate changes to the options in the **Consecutive Trials** group box.
8. To change the way DT Trainer responds to incorrect student responses, make the appropriate changes to options in the **Incorrect Response Action** group box.
9. To vary the SDs (commands) or use the default SD, select **Randomize SDs** or **Use Default SD Only**.
10. Click **Done** to save the settings and return to the **Student Administration** tab.

Managing Student Reinforcers

Student reinforcers are configured using the Reinforcers dialog box. Basic tasks that can be performed from the Reinforcers dialog box include the following:

- Viewing student reinforcers
- Adding and removing reinforcers
- Testing reinforcers
- Configuring reinforcers
- Overriding the default run time of a reinforcer

To configure the currently selected student's reinforcers, perform the following steps.

1. Select **Student Administration > Reinforcers** to display the Reinforcers dialog box.
The current list of reinforcers for the student is displayed in the dialog box. **Name** includes the reinforcer category, sub-category, and the name of the reinforcer.
2. To add or remove a reinforcer, highlight the reinforcer and click **Add / Remove**. The Add Reinforcers dialog box is displayed. This dialog box is described on page 5-30.
 - a. To add a reinforcer, highlight the reinforcer in the **Available Reinforcers** list and then click **Add**.
 - b. To remove a reinforcer, highlight the reinforcer in the **Student's Reinforcers** list and then click **Remove**.
 - c. Click **Done** to return to the Reinforcers dialog box.
3. To preview or test a reinforcer, highlight the reinforcer and then click **Preview**. To test all reinforcers, click **Preview All**.
4. To configure a reinforcer, highlight the reinforcer, and then click **Configure**. This option is not available for all reinforcers. Configuration options vary.
5. To override the default run time of a reinforcer, highlight the reinforcer, select **Student Overrides**, and in the **Run Time** box, type the number of seconds the reinforcer is to run.
6. Click **Done** to save changes and return to the **Student Administration** tab.

Managing Student Programs

Student programs are configured using the Programs dialog box described on page 5-14. Basic tasks that can be performed from the Programs dialog box include the following:

- Viewing and printing the student programs list
- Viewing information about a program
- Adding and removing programs
- Previewing program
- Changing a program's status
- Customizing program items

To configure the currently selected student's programs, perform the following steps.

1. Select **Student Administration > Programs** to display the Programs dialog box and the list of student programs.
The current list of programs and training activity for the student is displayed in the dialog box. Information displayed for each program includes the

following: program name, status, and the number of items in the untrained, trained, random, maintenance, and proficient mode or state.

2. To print the student programs list, click **Print**. Select the appropriate printer in the Print dialog box and then click **OK**.
3. To add a program, click **Add** to display the Select Content Programs dialog box. Highlight the programs you want to add in the **Available Programs** list and then click **Select**. The dialog box closes and the added programs appear in the student program list.
4. To remove a program, highlight the program and then click **Delete**.
5. To preview or see a demonstration of a program, highlight the program and then click **Preview**.
6. To change the status of a program, highlight the program and then click **Toggle Status** to toggle the status between “Active” and “Inactive”.
7. To customize the items in a program, highlight the program and then click **Items** to display the Program Items dialog box. A list of programs items is displayed along with each item’s train state and train step. For more information on managing program items, see “Managing Program Items”. Click **Done** to return to the Programs dialog box.
8. Click **Done** to return to the **Student Administration** tab.

Managing Program Items

Items within a program can be managed and customized in the Program Items dialog box, described on page 5-18. Basic program items management tasks include the following:

- Viewing and printing the program items list
- Previewing items
- Viewing a graph of trials by program item
- Viewing a log of trials by program item
- Changing the step or state of an item

To perform these basic management tasks, perform the following steps.

1. Select **Student Administration > Programs** to display the Programs dialog box.
2. To view and perform management tasks on a program’s items, highlight the program and then click **Items** to display the Program Items dialog box. Click the **Basic** tab if it is not the active tab.

The following information is displayed for each item in the program:

- item name
- training order
- current train state
- current train step

To print the list of item information, click **Print**. Select the appropriate printer in the Print dialog box and then click **OK**.

3. To view the image of an item, highlight the item in the list. The image is displayed to the right of the list.
4. To preview or see a demonstration of the item in the program, highlight the item and then click **Preview**.
5. To view a graph of trials by program item, click **View Graph**. The Program Item Graph displays a visual “trial response” graph for the selected item. Click **Done** to return to the Program Items dialog box.
6. To view a log of trials by program item, click **View Log**. The Program Item Training Log displays a chronological list of the completed trials for the selected item. Click **Done** to return to the Program Items dialog box.
7. To change the initial train step for an item or specified items:
 - a. Select the appropriate item(s) in the **Set Initial Train Step** of list.
 - b. In the **to** box, type the new initial train step (0-12).
 - c. Click **Apply**.
8. To change the train state of an item or specified items:
 - a. Select the appropriate item(s) in the **Set Train State** of list.
 - b. In the **to** box, select the new train state.
 - c. Click **Apply**.
9. Click **Done** to return to the Program Items dialog box.

Viewing and Printing Student Reports

Reports for a specific student are generated from the **Student Administration** tab. Four types of reports can be generated for the currently selected student. Click **Program Trends**, **Train States**, **Trial Results**, or **Training Log** to display the corresponding report:

- Program Trend Report
- Train States Report
- Weekly Trial Results Report
- Weekly Training Log

For more information on using student reports, see Chapter 10.

Intermediate Administrative Tasks

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Ordering Program Items 7-3

Adding Items to a Program 7-4

Setting Intermediate Program Options..... 7-4

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 Configuring a Student for Using Only Reinforcers 7-6

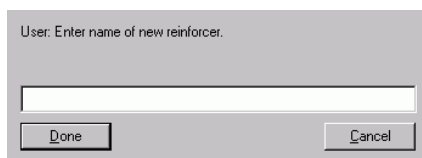
Intermediate level tasks require that the administrator have a good understanding the DT Trainer program and be an experienced user. This chapter covers tasks that are considered to be intermediate level or are performed from **Intermediate** tabs. In many cases, common dialog boxes are used to perform common and student administrative tasks, such as managing program items. In these cases, the procedure is written for both global and student only changes.

Changes that are made through the **Common Administration** tab affect all students created thereafter. Changes do not impact existing students. If you want the same changes to be applied to existing students, you will need to make the changes to each student through the **Student Administration** tab.

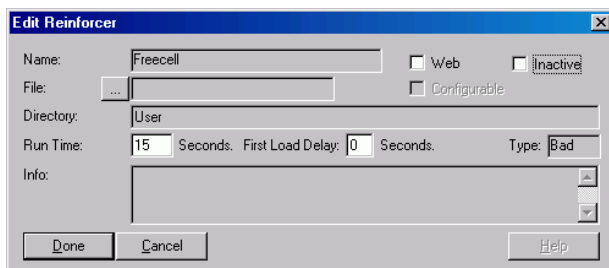
Adding Reinforcers to DT Trainer

1. Select **Common Administration > Reinforcers** to display the Reinforcer Manager dialog box.
2. Highlight the **User** category and then click **New**.

A prompt appears with the name of the selected category and instructs you to enter the name of a new reinforcer (e.g., Freecell).

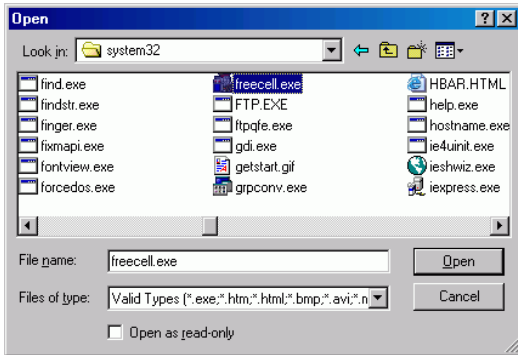
A small dialog box with a light gray background. At the top, it says "User: Enter name of new reinforcer." Below this is a single-line text input field. At the bottom, there are two buttons: "Done" on the left and "Cancel" on the right.

3. Type a name for the reinforcer and then click **Done**. The Edit Reinforcer dialog box is displayed. The Edit Reinforcer dialog box is described on page 5-44.

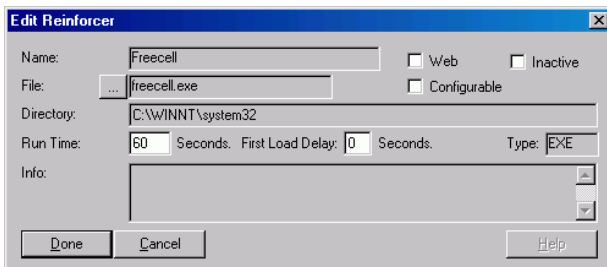
A dialog box titled "Edit Reinforcer" with a blue title bar and a close button (X) in the top right corner. The dialog contains several fields and options: "Name:" with a text field containing "Freecell"; "File:" with a button labeled "..."; "Directory:" with a text field containing "User"; "Run Time:" with a spin box set to "15" followed by "Seconds"; "First Load Delay:" with a spin box set to "0" followed by "Seconds"; "Type:" with a dropdown menu showing "Bad"; and three checkboxes: "Web" (unchecked), "Configurable" (unchecked), and "Inactive" (unchecked). At the bottom, there are three buttons: "Done", "Cancel", and "Help".

4. Set the **Web**, **Configurable**, and **Inactive** options if appropriate. If **Web** is checked, the **File** option is replaced with **Web URL** and you are prompted to enter a URL when click the navigation button (...).

- Click the navigation button (...) located to the right of **File**. The Open dialog box is displayed.



- Find and select the file that plays the reinforcer and then click **Open**. The following fields have been updated in the Edit Reinforcer dialog box: **File**, **Directory**, and **Type**.



- Modify the **Run Time** and **First Load Delay** if necessary.
- Click **Done** to save the settings and add the reinforcer to DT Trainer.

Ordering Program Items

To change the training order of program items, perform the following steps.

- Select **Common Administration > Programs** to display the DT Trainer Programs dialog box.
- OR -
Select **Student Administration > Programs** to display the Programs dialog box. The Programs dialog box is described on page 5-14.
- Select the program in the list that you want to manage.
- Select **Actions tab > Items > Intermediate tab**.

4. Click **Order Items** to display the Program Order Items dialog box. For more information on the Order Items dialog box, see page 5-22.
5. Adjust the training order of the items, which is indicated by the number in the Training column, by selecting an item and then clicking the arrows to move the item up or down in the list.
The order of distracters and the status of an item as a distracter can also be adjusted in this dialog box.
6. Click **Done** to return to the Program Items dialog box.

Adding Items to a Program

To add program items, perform the following steps.

1. Select **Common Administration > Programs** to display the DT Trainer Programs dialog box.
- OR -
Select **Student Administration > Programs** to display the Programs dialog box. The Programs dialog box is described on page 5-14.
2. Select the program in the list that you want to manage.
3. Select **Actions tab > Items > Intermediate tab**.
4. Click **Add Item**. The Select Program Items dialog box is displayed containing a list of unused items.
5. Highlight the item(s) to be added to the program
6. Click **Select** to return to the Program Items dialog box.

Setting Intermediate Program Options

Intermediate level tasks that can be performed on program options are performed from the **Intermediate** tab of the Program Options dialog box. Tasks that can be performed from this tab include the following:

- Setting the default student training profile and profile options for a program
- Setting the SD (command) mode and verbal SDs
- Setting the target image criteria

The following procedure describes the steps to perform these tasks.

1. Select **Common Administration > Programs** to display the DT Programs dialog box.
- OR -
Select **Student Administration > Programs** to display the Programs dialog box. The Programs dialog box is described on page 5-14.
2. Select the program in the list that you want to manage.

3. Select **Actions tab > Options > Intermediate tab**.
4. To set the default training profile for the selected program, click **Select New Profile** to display the Select Training Profile dialog box, described on page 5-12. Select a profile from the **Select Profile** list and then click **Select** to return to the Program Options dialog box described on page 5-24. Change the **Initial Training Step** and **Trial Timeout** values if necessary.
5. To change the command or SD Mode, select the appropriate mode from the **SD Mode** list box
6. To change the activation status of verbal SD associated with the program or to test SD, click the **Verbal SD** tab, select an SD, and then click the appropriate button (* to set as the default SD, ✓ to activate, - to deactivate, and **Preview** to review the SD).
7. To change the target image criteria associated with images in a program, click the **Target Image Criteria** tab. If a program does not have item images, this tab is not available. You can specify whether only the default image is displayed for an item or if selected images are randomly displayed for the item.

If you click **Edit Criteria**, the Edit Image Criteria dialog box is displayed, allowing you to specify criteria for filtering the images. For example, images for a program may be categorized by skin tone, age, or by the type of picture (photo icon, photo, or drawing).

Setting Intermediate Student Options

Intermediate student options are set on the **Intermediate** tab of the Student Options dialog box. Tasks that can be performed from this tab include the following:

- Overriding training profile parameters
- Setting training screen options
- Setting the default speaker
- Setting special reinforcer options
- Recreating a student training icon

The following procedure describes the steps to perform these tasks.

1. Select **Common Administration > Student Options > Intermediate tab** to set the options globally (Default Template).
- OR -
Select **Student Administration > Options > Intermediate tab** to set the options for the currently selected student.

The Student Options - Intermediate tab is described on page 5-9.

2. To override training profile parameters, enter the appropriate values in the **Initial Training Step**, **Reinforcer Tokens**, and **Trial Timeout** boxes.
3. To change training screen options:
 - a. Adjust the **Red**, **Green**, and **Blue** slider bars until the color you want is displayed to change the screen color.
 - b. Check or clear the appropriate check boxes in the **Training Screen Options** group box to show the **Done** and **Pause** buttons on the training screen, remove the visual display of earned tokens from the screen, and disable the **Esc** key.
4. To change the default speaker, select a speaker from the **Speaker** box.
5. To turn off the token based reinforcement and play one reinforcer at the end of the training session, check the **Only Reinforce at End of Training** check box.
6. To skip trials and cycle only through the reinforcers, check the **Reinforcers Only** check box. This option cannot be set for the Default Template.
7. To recreate a student training icon, click **Create Icon**. A dialog box is displayed that prompts you to edit the name of the student training icon that will go in the DT Trainer Students folder on the desktop. The default name is the full name of the currently selected student.

Configuring a Student for Using Only Reinforcers

For students with behavioral problems, you may need to start with only the reinforcer programs and add content programs later. To configure a student's training to use only reinforcers, perform the following steps.

1. Select **Student Administration > Options > Intermediate tab** to set the options for the currently selected student. The Student Options - Intermediate tab is described on page 5-9.
2. Check the option **Reinforcers Only**.
3. Click **Done**.

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Advanced level tasks require that the administrator have an excellent understanding the DT Trainer program and be an expert user. This chapter covers tasks that are considered to be advanced level or are performed from **Advanced** tabs. In many cases, common dialog boxes are used to perform common and student administrative tasks, such as managing program items. In these cases, the procedure is written for both global and student only changes.

Changes that are made through the **Common Administration** tab affect all students created thereafter. Changes do not impact existing students. If you want the same changes to be applied to existing students, you will need to make the changes to each student through the **Student Administration** tab.

Advanced Program Management Tasks

Advanced program management tasks are performed from the **Advanced** group box on the **Active** tab of the DT Trainer Programs dialog box (if managing programs for all students) and the Programs dialog box (for an individual student). The advance management tasks for programs include the following:

- Customizing praise scripts
- Changing the training sequence (Student Administration only)
- Adding new programs (Common Administration only)

Customizing Praise Scripts

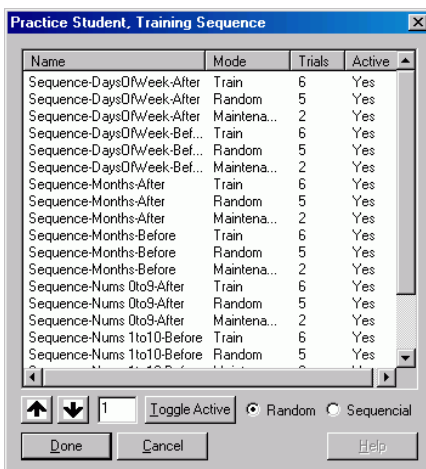
To customize praise scripts for a program, perform the following steps.

1. Select **Common Administration > Programs > Active** tab (DT Trainer Programs) to manage programs globally (Default Template).
- OR -
Select **Student Administration > Programs > Active** tab (Programs) to programs for the currently selected student.
2. Select a program.
3. To customize praise scripts for the selected program, click **Praise** to display the Program Praise Activation dialog box, described on page 5-27.
 - To change the **Active** value of a script in the list, highlight the script and click **Toggle Active**.
 - To deactivate all scripts, click **Clear All**.
 - To apply praise script changes to the program for all students using the program, click **Update All** (Common Administration only).
 - To reset the **Active** values to the DT Trainer defaults, click **Restore Defaults** (Student Administration only).
4. Click **Done** to close the dialog box.

Changing the Training Sequence of Programs

To change the training sequence of programs, the number of trials, and the active state of training modes for the currently selected student, perform the following steps.

1. Select **Student Administration > Programs > Active** tab to programs for the currently selected student.
2. Click **Sequence** to display the Training Sequence dialog box. This dialog box lists all the student's training programs, their modes, number of trials, and current status. The Training Sequence dialog box is described on page 5-28.
3. To change the training order click the arrow buttons to move the highlighted program up or down in the list.
4. To change the number of Trials for highlighted the program, change the value in the box to the left of **Toggle Active**.
5. To change the Active state for highlighted the program, click **Toggle Active**.
6. Click **Random** to train the programs in random order or click **Sequential** to train them in the order shown in the list.
7. Click **Done** to close the dialog box.



Adding a New Program to DT Trainer

To add a new program to DT Trainer, perform the following steps.

1. Select **Common Administration > Programs >Active** tab (DT Trainer Programs).
2. Click **New**. You're prompted to enter name of new program and then click **Done**. The new program name appears in the DT Trainer Programs list. Highlight the new program and then configure its items, options, and praises.
3. Click **Done** to return to DT Trainer Administration.

Setting Advanced Program Options

Advanced program options are set from the **Advanced** tab of the Program Options dialog box. The advanced program settings include the following:

- Active train steps
- Advancement/fallback criteria

Setting the Active Train Steps

To change the active train steps for a program, perform the following steps.

1. Select **Common Administration > Programs > Active** tab (DT Trainer Programs) to set program options globally (Default Template).
- OR -
Select **Student Administration > Programs > Active** tab (Programs) to set program options for the currently selected student.
2. Select a program.
3. Select **Options > Advanced** to display the **Advanced** tab on the Program Options dialog box.
4. To set the **Active Train Steps**, check the steps that you want to train. The **Active Train Steps** correspond to the 13 steps of Train Mode that are described in “13 Steps of Train Mode”.
 - Click **Check All** to select all train steps.
 - Click **Uncheck All** to clear all train steps so that none are used during training.
5. Click **Done** to save the changes and close the dialog box.

Setting Advancement / Fallback Criteria for Programs

To change the advancement and fallback criteria for a program, perform the following steps.

1. Select **Common Administration > Programs > Active** tab (DT Trainer Programs) to set program options globally (Default Template).
- OR -
Select **Student Administration > Programs > Active** tab (Programs) to set program options for the currently selected student.
2. Select a program.
3. Select **Options > Advanced** to display the **Advanced** tab on the Program Options dialog box.
4. Change the values in the **Trials**, **Correct**, and **Incorrect** boxes for the various training levels and modes.

Advancement is based on the number of **Correct** responses within the set number of **Trials** that will advance a student’s training to a higher train level.

Fallback is based on the number of **Incorrect** responses within a set number of **Trials** that will set a student's training back to a lower train level.

In the following example, the **Random** mode requires the student to respond correctly to five out of five trials to advance the training item to the **Maintenance** mode. Three incorrect responses out of five trials will cause the item to fall back to Train PL1.

Train PL1:	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="1"/>
Random:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="3"/>
Maintenance:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="2"/>

5. Click **Done** to save the changes and close the dialog box.

Setting Student Options

Advanced student options are set from the **Advanced** tab of the Student Options dialog box. The advanced student settings include the following:

- Distracter Prompt Level (PL) placement and size
- Advancement/fallback criteria (Student Administration only)
- Student response options

Setting Distracter Prompt Level Options

The placement of distracter prompt levels and the size of the distractors can be setting by performing the following steps.

1. Select **Common Administration > Options > Advanced** tab (Student Options) to set student options globally (Default Template).
- OR -
Select **Student Administration > Student Options > Advanced** tab (Student Options) to set student options for the currently selected student.
2. To change the vertical distance between distracters for **PL3** (row 3) and **PL2** (row 2), edit the value in the appropriate **Y Offset** box. This value must be between 0 and 40.
3. To change the size of the distracters for **PL3** (row 3) and **PL2** (row 2) in comparison to the target item (which is 100%), edit the value in the appropriate **Scaling** box. This value must be between 50 and 100.

Setting Advancement / Fallback Criteria for Students

The advancement and fallback criteria can be set globally for all students or for the currently selected student by performing the following steps.

1. Select **Common Administration > Options > Advanced** tab (Student Options) to set student options globally (Default Template).
- OR -

Select **Student Administration > Student Options > Advanced** tab (Student Options) to set student options for the currently selected student.

2. Change the values in the **Trials**, **Correct**, and **Incorrect** boxes for the various training levels and modes.

Advancement is based on the number of **Correct** responses within the set number of **Trials** that will advance a student's training to a higher train level. Fallback is based on the number of **Incorrect** responses within a set number of **Trials** that will set a student's training back to a lower train level.

In the following example, the **Random** mode requires the student to respond correctly to five out of five trials to advance the training item to the **Maintenance** mode. Three incorrect responses out of five trials will cause the item to fall back to Train PL1.

Train PL1:	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="1"/>
Random:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="3"/>
Maintenance:	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="2"/>

3. Click **Done** to save the changes and close the dialog box.

Setting Student Response Options

You can change the way the system responds to student responses (or lack of responses) by performing the following steps.

1. Select **Common Administration > Options > Advanced** tab (Student Options) to set student options globally (Default Template)
-OR-
Select **Student Administration > Student Options > Advanced** tab (Student Options) to set student options for the currently selected student
2. To instruct the system to wait for X number of responses before going into Wait Mode, change the number in the **No Responses before Wait Mode** box.
3. To ignore responses made before the SD (command) is given, check **Block Early Responses**.
4. Click **Done** to save the changes and close the dialog box.

9 Development Administrative Tasks

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Development level tasks require that the administrator have an excellent understanding of the DT Trainer program and be an expert user. This chapter briefly outlines the tasks that are considered to be development level or are performed from **Development** tabs. These tabs and development level options are not displayed unless the **Activate Development Functions** option is checked on the **Common Administration** tab.

In many cases, common dialog boxes are used to perform common and student administrative tasks, such as managing program items. In these cases, the procedure is written for both global and student only changes.

Changes that are made through the **Common Administration** tab affect all students created thereafter. Changes do not impact existing students. If you want the same changes to be applied to existing students, you will need to make the changes to each student through the **Student Administration** tab.

This chapter provides an overview of development tasks. For more information, visit <http://www.dttrainer.com/support/development/>.

Global Praise Management

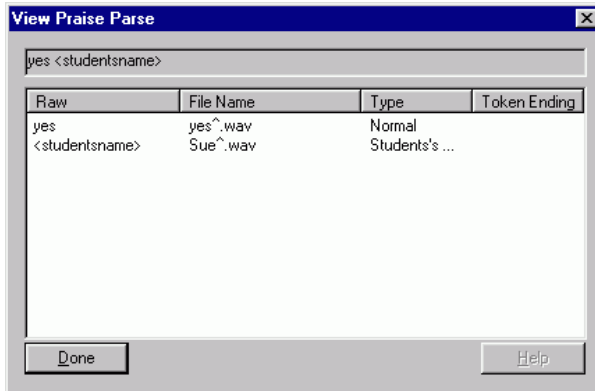
Praise is the positive verbal feedback given to a student after a correct response. The Praise Manager dialog box provides for complete administration of praises including editing existing praises and creating new praises. Generally, it is not necessary to use the Praise Manager because DT Trainer installs the praises that are appropriate for each program. Tasks that can be performed from the Praise Manager dialog box, include the following:

- Viewing the list of praise scripts
- Playing a praise script
- Editing a praise script
- Deleting a praise script
- Creating a praise script

The following procedure describes the steps to perform these tasks.

1. Select **Common Administration > Praise Management** to display the Praise Manager dialog box, described on page 5-49.
A list is displayed showing the ID, active status, and name of each praise script.
2. To play a script, highlight it and then click **Play**.
3. To edit a script, highlight it and then edit it in the **View** box.
4. To delete a script, highlight it and then click **Delete**.

5. To create a new script, click **New**. A new ID is added to the list and given the status “No”. In the **View** box, type the script. Click **View** to see how the script is parsed in the View Praise Parse dialog box; click **Done**. Click **Play** to verify that the praise script works as expected.



6. Click **Done** to return to the **Common Administration** tab.

Managing Programs Items

Development level program items management tasks are performed from the **Development** tab of the Programs Items dialog box. The development management tasks for program items include the following:

- Editing
- Renaming
- Deleting
- Adding new program items

The following procedure describes the steps to perform these tasks.

1. Select **Common Administration > Programs > Active** tab (DT Trainer Programs) to manage programs globally (Default Template).
- OR -
Select **Student Administration > Programs > Active** tab (Programs) to manage programs for the currently selected student.
2. Select a program.
3. Select **Items > Development** to display the **Development** tab on the Program Items dialog box.
4. Select an item.
5. To edit the highlighted item, click **Edit Item** to display the Program Edit Item dialog box.

6. To rename the highlighted item, click **Rename Item**. When prompted, enter the new name and then click **Done**.
7. To delete the highlighted item, click **Delete Item**. When prompted, confirm whether or not you want to delete the item.
8. To add a new program item, click **New Item**. When prompted, enter the name of the new item and then click **Done**. The new item is added to the items list.
 - a. Select the new item.
 - b. Click **Edit** to configure the new item. Click **Done** to close the Program Edit Item dialog box when finished.
9. Click **Done** to close the Program Items dialog box.

Setting Program Options

Development program options are set in from the **Development** tab of the Program Options dialog box. The advanced program settings include the following:

- Trial functions
- Item audio files
- General settings
- Verbal SD
- Image keywords

The following procedure describes the steps to change these settings.

1. Select **Common Administration > Programs > Active** tab (DT Trainer Programs) to set program options globally (Default Template).
- OR -
Select **Student Administration > Programs > Active** tab (Programs) to set program options for the currently selected student.
2. Select a program.
3. Select **Options > Development** to display the **Development** tab on the Program Options dialog box.
4. Check the appropriate check boxes in the **Trial Functions** group box.
5. Check the appropriate check boxes in the **Item Audio Files** group box.
6. Click the **Settings** tab and make the appropriate changes.
7. Click the **Verbal SD** tab and make the appropriate changes.
8. Click the **Image Keywords** tab and make the appropriate changes.
9. Click **Done** to return to the DT Trainer Program or Programs dialog box.

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System Reports

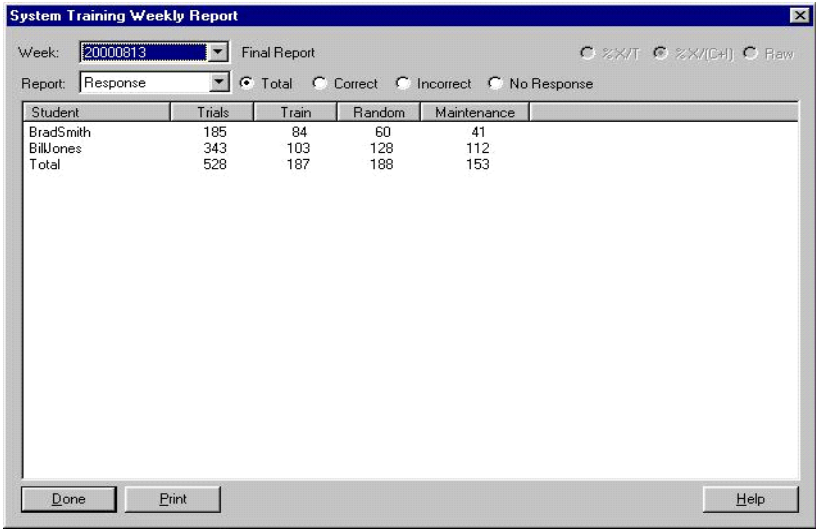
System Trend Report

[illegible]

System Training Weekly Report

10-2

trials in the Train mode after significant training may not be progressing program items. Students having most of their trials in the Random and Maintenance modes and few trials in the Train mode have progressed program items to the point that the student needs content programs added to their training.



Student	Trials	Train	Random	Maintenance
BradSmith	185	84	60	41
BillJones	343	103	128	112
Total	528	187	188	153

Student Reports

You can view training logs, trial reports, trend reports, train states, and create notes for the selected student in the **Student Administration** tab. Generally, student reports are used to investigate specific students that have been identified as needing a program assessment or monitoring.

Program Trend Report

The student's Program Trend Report shows a weekly history of all programs or only active programs. Using this report, areas warranting a more detailed review can be quickly identified. Two of the most useful summaries of this report are the Total Summary and the Percentage Correct Summary.

Programs are displayed alphabetically in the left-most column. Data for each program is displayed by the reporting year, month, and weekly start day.

Total Summary

The Total Summary shows DT Trainer usage for the selected student. The summary provides the total number of weekly trials for each program and overall total trials. Usage data is helpful in determining if the student has enough access to training sessions, and is helpful in determining if enough trials were

performed to provide meaningful data. To view the Total Summary, select **Active**, **Trials**, and **Totals**.

Bill Jones Program Trend Report

☒ Active

☐ All

☐ Trials

☐ Train

☐ Random

☐ Maintenance

☐ %X/T

☐ %X/(C+I)

☐ Raw

☐ Total

☐ Correct

☐ Incorrect

☐ No Response

Trend Report:

	2000			2000			2000		
	May		Aug			Sep			
	07	14	06	13	20	27	03		
Money-US	19	28	17	22	61	55	28		
Numbers0to100	54	52	60	110	97	133	104		
Prepositions1	6	4	0	0	0	0	0		
Sounds1	8	6	2	0	25	30	19		
WhatDoYou\With	20	24	23	23	27	17	0		
Words-Adjectives1	26	19	40	58	49	89	53		
Words-DaysOfWeek	21	20	20	11	0	0	0		
Words-Pronouns	28	21	44	91	60	102	88		
Words-Survival	21	28	19	14	14	41	20		
Words-Verbs1	21	21	21	14	21	33	38		
Total (All Programs)	224	223	246	343	354	500	350		

Done

Help

Percentage Correct Summary

The Percentage Correct Summary provides the weekly percentage of correct trials for each program and for the student. This dialog helps the administrator identify problem areas specific to programs and determine if a student's profile settings are appropriate or need adjusting. To view the Percentage Correct Summary, select **Active**, **Trials**, and **Correct**.

Bill Jones Program Trend Report

☒ Active ☐ All ☐ Trials ☐ Train ☐ Random ☐ Maintenance ☐ %X/T ☒ %X/(C+I) ☐ Raw

☐ Total ☒ Correct ☐ Incorrect ☐ No Response

Trend Report:

	2000			2000			2000		
	May		Aug			Sep			
	07	14	06	13	20	27	03		
Money-US	94	78	88	68	76	80	88		
Numbers0to100	96	98	91	88	90	90	89		
Prepositions1	100	100	0	0	0	0	0		
Sounds1	100	100	100	0	94	86	94		
WhatDoYou\With	95	95	91	91	92	94	0		
Words-Adjectives1	100	94	92	86	93	79	84		
Words-DaysOfWeek	90	100	80	100	0	0	0		
Words-Pronouns	92	95	84	76	88	80	79		
Words-Survival	100	100	94	100	100	75	89		
Words-Verbs1	100	100	85	100	90	78	81		
Total (All Programs)	96	95	89	85	88	83	85		

Done

Help

Train States Report

The Train States Reports shows a snapshot of the training states of each program item.

Program: **Active** or **All** programs may be displayed.

States: **Untrained**, **Train**, **Random**, **Maintenance**, **Proficient**, and **Do Not Train**

Using the Train States Report

- Check all check boxes to capture snapshots at different times, making this a useful report to quickly determine the overall progress of the student. For example you may want to create a snapshot at the beginning or early in the school term, and then at different points through the term.
- Check only **Maintenance** for a "hit list" for generalization activities at home or in the classroom.
- Check only **Train** to view items actually being trained.
- Check only **Untrained** for an item list of upcoming items that will be trialed. This list is useful to determine when to add more programs. More programs should be added when there are few untrained items.

The Train States Report has two very useful summaries which are the Untrained and the Maintenance Summary.

The Untrained Summary

To view the Untrained Summary Report, check the **Untrained** check box; all the check boxes should be clear. The Untrained Summary provides a list of items that the student has not trained yet but will be trialed in the future. This list is useful to determine when to add more programs. More programs should be added when there are few untrained items.

Program	State	Items
BodyParts	Untrained	feet, eye, chin, face, fingers, neck, eyebrows, purple, orange, b, f, i, n, r, v, z, c, g, k, o, s, w, 6, 7, 8, knee, shoulder, nose, cheek, mouth, palm, tongue, hair, back, elbow, toes, shoulders, belly button, gray, white, brown, e, i, m, q, u, y
Colors	Untrained	
LettersLowerCase	Untrained	
Numbers0to20	Untrained	

The Maintenance Summary

To view the Maintenance Summary Report, check the **Maintenance** check box; all other check boxes should be clear. The maintenance summary provides a hit-

list of items the student has completed training on and is now ready for articulation and generalization in the classroom or at home.

Brad Smith Train States Report

Programs:

States: ☐ Untrained ☐ Train ☐ Random ☒ Maintenance ☐ Proficient ☐ Do Not Train

Program	State	Items			
BodyPartFunctions	Maintenance	Write-Hands			
Dots1to10	Maintenance	three dots			
Money-US	Maintenance	penny	nickel	five dollar bill	one hundred dol...
Prepositions1	Maintenance	BallInFrontOfTa...			
WhatDoYoukWith	Maintenance	Write-Pencil	BrushHair-HairBr...	CombHair-Comb	
Words-DaysOfWeek	Maintenance	Wednesday			
Words-MonthsOfYear	Maintenance	May	June	November	

Weekly Trial Results Report

The Weekly Trial Results Report gives a summary of the overall progress of the student and also gives details down to the item level to help pinpoint problems. The report gives a weekly summary for the student's program and specific items listing by mode levels.

Brad Smith, Weekly Trial Results Report

Week: Final Report

☒ Summary ☒ Program Summaries ☒ Program Items ☒ Reinforcers

☐ Week ☐ S ☐ M ☐ T ☐ W ☐ T ☐ F ☐ S ☐ %X/T ☐ %X/(C+I) ☐ Raw ☐ Both

Data Category	Sub Category 1	Sub Category 2	T	C	I	N	RT
All Programs	Summary	Train	167	83%	16%	7%	3.57
		Random	112	63%	36%	12%	3.63
		Maintenance	37	85%	14%	0%	3.29
		Total	316	77%	22%	9%	3.56
Words-DaysOfWeek	Program	Train	0	0%	0%	0%	0.00
		Random	7	83%	16%	14%	2.67
		Maintenance	9	100%	0%	11%	2.88
		Total	16	92%	7%	12%	2.79
	Random	Thursday	7	83%	16%	14%	2.67
	Maintenance	Saturday	4	100%	0%	0%	2.75
		Wednesday	4	100%	0%	25%	3.00
		Tuesday	1	100%	0%	0%	3.00
Dots1to10	Program	Train	51	87%	12%	5%	3.54
		Random	30	28%	71%	30%	3.81
		Maintenance	2	0%	100%	50%	3.00
		Total	83	68%	31%	15%	3.61

Using the Weekly Trial Results Report

- The Trial Results Report should be reviewed prior to making adjustments to a student's program. The specificity of this weekly report will assist the administrator with the information needed to adjust the student's profile (Advancement/Fallback) and/or the step of programs in the Train Level.
- Identify specific areas (i.e., program, item, mode level) in which the student is experiencing problems or success.
- Identify problem or success rates within each mode level (i.e., a student performs well in the Train mode, but not the Random mode. This student may need more practice for knowledge retention).
- Print this report to show the "step by step" successes to a parent, therapist, or administrator.

Data Guidelines

When evaluating a student's progress, always take into consideration the total number of trials before adjusting a student's program. The more trials a student has completed, the more significant the data. Two hundred to three hundred or more trials per week for each student produce significant data to use in program assessment and monitoring.

When assessing a program, consider the following:

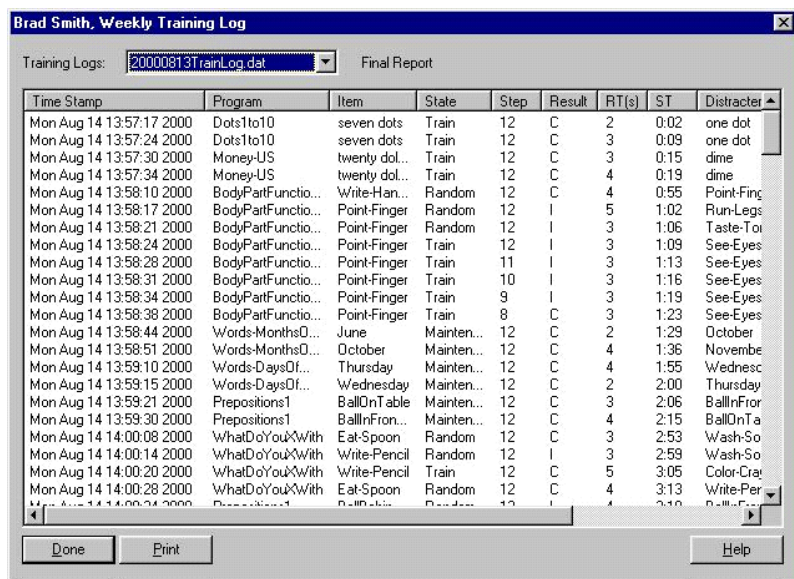
- Consistent low or high percentage correct is an indicator that a student's training is either too low or too high.
- Consistency in the eighty to ninety percent range is the target for a student's training.

The following table provides guidelines based on the percent correct.

Percent	Data Guidelines
91 - 100%	Consistent high percentages mean training is too easy or the student may already know the active programs.
80 - 90%	Student is experiencing a good level of success without trials being too easy.
70 - 79%	Training might be too challenging for the student. Not enough success might hamper the student's progress and interest.
Below 70%	Training is set too hard or the student may not be cooperating.

Weekly Training Log

The Weekly Training Log displays a student's training log of all program items trialed for the current or previous weeks. Here you can determine if the student is getting access to the system when expected, or if he is having performance issues due to length of time on the system.



Time Stamp	Program	Item	State	Step	Result	RT(s)	ST	Distracter
Mon Aug 14 13:57:17 2000	Dots1to10	seven dots	Train	12	C	2	0:02	one dot
Mon Aug 14 13:57:24 2000	Dots1to10	seven dots	Train	12	C	3	0:09	one dot
Mon Aug 14 13:57:30 2000	Money-US	twenty dol...	Train	12	C	3	0:15	dime
Mon Aug 14 13:57:34 2000	Money-US	twenty dol...	Train	12	C	4	0:19	dime
Mon Aug 14 13:58:10 2000	BodyPartFuncio...	Write-Han...	Random	12	C	4	0:55	Point-Fing
Mon Aug 14 13:58:17 2000	BodyPartFuncio...	Point-Finger	Random	12	I	5	1:02	Run-Legs
Mon Aug 14 13:58:21 2000	BodyPartFuncio...	Point-Finger	Random	12	I	3	1:06	Taste-Toi
Mon Aug 14 13:58:24 2000	BodyPartFuncio...	Point-Finger	Train	12	I	3	1:09	See-Eyes
Mon Aug 14 13:58:28 2000	BodyPartFuncio...	Point-Finger	Train	11	I	3	1:13	See-Eyes
Mon Aug 14 13:58:31 2000	BodyPartFuncio...	Point-Finger	Train	10	I	3	1:16	See-Eyes
Mon Aug 14 13:58:34 2000	BodyPartFuncio...	Point-Finger	Train	9	I	3	1:19	See-Eyes
Mon Aug 14 13:58:38 2000	BodyPartFuncio...	Point-Finger	Train	8	C	3	1:23	See-Eyes
Mon Aug 14 13:58:44 2000	Words-MonthsD...	June	Mainten...	12	C	2	1:29	October
Mon Aug 14 13:58:51 2000	Words-MonthsD...	October	Mainten...	12	C	4	1:36	Novembe
Mon Aug 14 13:59:10 2000	Words-DaysOf...	Thursday	Mainten...	12	C	4	1:55	Wednesd
Mon Aug 14 13:59:15 2000	Words-DaysOf...	Wednesday	Mainten...	12	C	2	2:00	Thursda
Mon Aug 14 13:59:21 2000	Prepositions1	BallOnTable	Mainten...	12	C	3	2:06	BallInFro
Mon Aug 14 13:59:30 2000	Prepositions1	BallInFron...	Mainten...	12	C	4	2:15	BallOnTa
Mon Aug 14 14:00:08 2000	WhatDoYouKnowWith	Eat-Spoon	Random	12	C	3	2:53	Wash-So
Mon Aug 14 14:00:14 2000	WhatDoYouKnowWith	Write-Pencil	Random	12	I	3	2:59	Wash-So
Mon Aug 14 14:00:20 2000	WhatDoYouKnowWith	Write-Pencil	Train	12	C	5	3:05	Color-Cre
Mon Aug 14 14:00:28 2000	WhatDoYouKnowWith	Eat-Spoon	Random	12	C	4	3:13	Write-Per

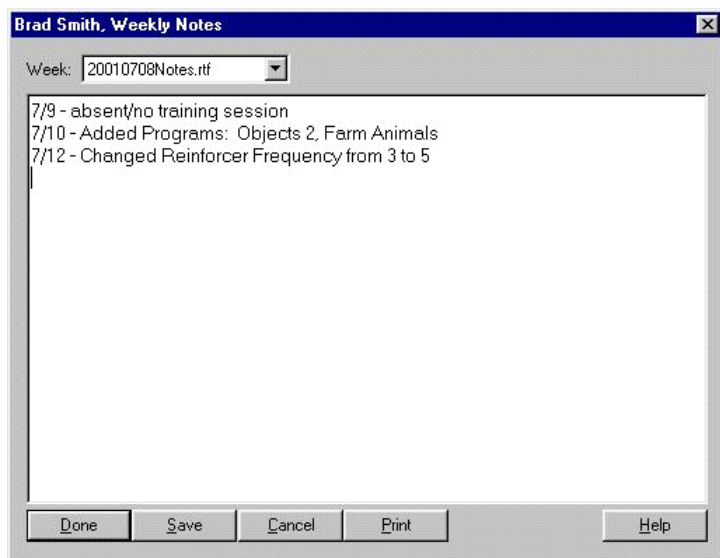
Using the Weekly Training Log

The main purpose of this report is for accountability. Here you can determine when the student used the DT Trainer and for how long.

Some other uses include determining if the student is having performance issues due to length of training, or to get a feel for the students overall use pattern.

Weekly Notes

The Weekly Notes dialog box provides an area for the administrator to document information specific to the student. For example you may want to document program or reinforcer changes, student illness, and other system use issue.



Evaluating Student Usage

The administrator should review student use of the DT Trainer to determine level of use and when to add programs. The System Trend Report and the student's training log provide "use" information.

Reviewing the System Trend Report

The System Trend Report provides "use" information at both the student and class levels. From the System Trend Report, select the radio buttons for **Trials** and **Total** to view the total number of trials performed by the student. This summary is the default report and shows the number of trials performed by a student by week.

Look for a minimum of 200 to 300 trials per week for independent students; 100 trials per week or more for assisted students. More than 1000 trials per week may cause students to burn out on the program. In addition to the number of trials in a week, several weeks of data are more significant than a single week because you can see "training trends". For students with low usage, reviewing several weeks of data may be necessary.

The System Trend Report assists the administrator in determining if a student is on the DT Trainer enough to warrant adjusting the training or if the student needs to establish a more routine pattern of training before making a change to a student's training.

Reviewing the Student's Training Log

The student's Weekly Training Log is a detailed report of all program items trialed for the current or previous weeks, and provides information on more specific usage issues for a specific student. A teacher is able to determine if a student is "using" the system when intended by reviewing the date time stamp of trials. Establishing a routine, or a specific time of day for a student to train may be a factor for some students who perform better at a certain time of day or who need a routine in their schedule.

The **Session Duration Time (ST)** column displays in minutes and seconds how long the student has been training. The Result column and Session Time column can be reviewed to determine if a student's session duration is set too long or too short. An increase in incorrect or no responses towards the end of sessions indicates that training sessions are set too long for a student.

Based on findings, adjustments can be made to assist in student use and access issues. Change the session duration minutes from the Student Options dialog if a student needs a longer or shorter training session. Increase the minutes if you are building the student's use, or decrease the minutes if a student's performance is dropping toward the end of his session.

Change the student's physical access to the system to change the number of accesses per day. Establish a daily routine for lower functioning students or students who perform better with a routine or use at a certain time of day.

Evaluating Student Performance

A student's performance review begins with the big picture and drills down into specific training issues. A good place to start is by identifying students whose training is off target (percent corrects are either too high or too low), and then analyze performance scores within reports that provide more program and item specific data. Remember that the "on target" range is eighty to ninety percent. Above or below that range is "off target".

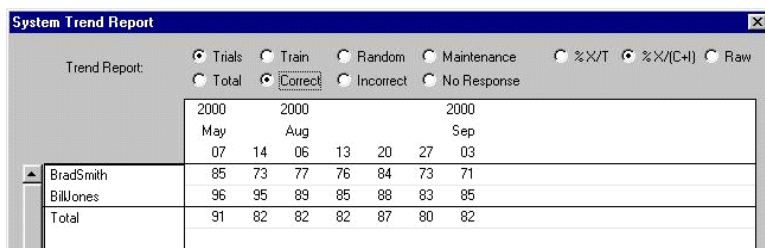
Reviewing Class Level Reports

The System Trend Report and System Training Weekly Report are class level reports that provide a variety of summaries.

System Trend Report

Generally the first report to look at to see how the overall class is doing and which students may have training issues is the System Trend Report's percent correct summary.

Select **Trials** and **Correct** to view percent correct data. Determine which students are too low or too high. The greater the difference from the eighty to ninety percent correct the more we should be concerned. In this report Bill Jones's data is now on target range, but Brad Smith's data shows his performance "off target" on the low side.



	2000 May		2000 Aug			2000 Sep	
	07	14	06	13	20	27	03
BradSmith	85	73	77	76	84	73	71
BillJones	96	95	89	85	88	83	85
Total	91	82	82	82	87	80	82

System Training Weekly Report

The System Training Weekly Report provides a summary by response results and mode. Scan this report to review a student's progress with their program content.

Students having most of their trials in the Train mode after significant training may not be progressing program items. Students having most of their trials in the Random and Maintenance mode and few trials in the Train mode have progressed program items to the point the students need content programs added to their training.

Reviewing Student Level Reports

Once specific students are identified whose training is "off target", the teacher can begin to narrow down possible problem areas by reviewing several student level reports. Those reports are: Student Trend Report, Student Weekly Trial Results Report, Student Program Item Graph and Logs, and Student Train States Report.

Program Trend Report

The student's Program Trend Report assists in pinpointing specific programs needing a more detailed look.

Select **Trials** and **Correct** to view the Percent Correct Summary. Determine if a student is scoring too high or low in all programs or just some of the programs.

Check significance of specific percentages by selecting the **Totals** or **Raw** radio buttons. Selecting **Totals** or **Raw** displays actual data, not percentages. To view responses versus when the student responded select **%X/(C+I)**. This view includes **Correct** and **Incorrect** responses, but does not include **No Responses**. This is the

default view. To view the responses versus total responses select %X/T. Total responses include correct, incorrect and no response.

Weekly Trial Results Report

The student's Weekly Trial Results Report is a good place to look if the student has a performance issue with a training mode, program, program item, or with a specific reinforcer.

The report provides summaries for the week, the programs, the modes, and the items. For example, a teacher may find the student tends to score high correct percentages during the constant drilling of the Train Mode, but once the items are advanced to Random Mode, where they are presented less frequently, the correct percentages are low, indicating the student may not have had sufficient experience during the Train mode.

Reviewing the Program Item Graph

The Program Item Graph displays the pattern of progression or lack of progression for an item. Check several item graphs to get a feel for the program in general.

Check the item progression from the Train mode to the Random mode. Is the item maintaining the Random mode or is it slipping back to the Train mode?

Where the student is not progressing, look for:

- incorrect responses distributed between the prompt levels in the Train mode
- incorrect responses almost strictly on the PL1 lines
- attaining Random mode just to slip back

Check the difference in performance between the prompt levels in the Train mode. PL1 lines will generally show a lower performance than PL2 or PL3 lines because there is no visual clue at PL1. If the student is not able to progress from the PL1 steps and keeps falling back, and if the student is doing almost perfect at PL2 and PL3, then we have a student that is not attending to the details of the items.

Brad Smith, Program: BodyPartFunctions, Item Training Log : See Eyes

Time Stamp	State	Step	Result	RT(s)	ST	Distractor1	Distractor2	Last Reinforcer
Wed Jan 05 12:25:42 2000	Train	0	N	11	1:41			ScribbleB&W
Wed Jan 05 12:25:58 2000	Train	0	N	10	1:57			ScribbleB&W
Wed Jan 05 12:26:10 2000	Train	0	C	6	2:09			ScribbleB&W
Wed Jan 05 12:26:22 2000	Train	0	C	2	2:21			DancingTrapzc
Wed Jan 05 12:26:41 2000	Train	1	C	5	2:40	Talk:Mouth		BigWave
Wed Jan 05 12:26:54 2000	Train	1	C	4	2:53	Talk:Mouth		Chase
Wed Jan 05 12:27:08 2000	Train	1	C	4	3:07	Talk:Mouth		Chase
Wed Jan 05 12:27:23 2000	Train	2	C	5	3:22	Talk:Mouth		ButtonSound
Thu Jan 06 12:00:16 2000	Train	2	N	10	4:21	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:00:28 2000	Train	2	N	10	4:33	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:00:40 2000	Train	2	N	10	4:45	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:00:52 2000	Train	2	N	10	4:57	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:01:04 2000	Train	2	N	10	5:09	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:01:17 2000	Train	2	N	11	5:22	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:01:29 2000	Train	2	N	11	5:34	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:01:41 2000	Train	2	N	10	5:46	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:01:51 2000	Train	2	C	6	5:56	Talk:Mouth		ScribbleB&W
Thu Jan 06 12:02:05 2000	Train	2	C	3	6:10	Talk:Mouth		Paddle
Thu Jan 06 12:02:18 2000	Train	2	C	3	6:23	Talk:Mouth		EyesTrackMou
Thu Jan 06 12:02:34 2000	Train	3	C	3	6:39	Talk:Mouth		MG_PMJULIA
Thu Jan 06 12:02:47 2000	Train	3	C	3	6:52	Talk:Mouth		tunnel
Thu Jan 06 12:03:03 2000	Train	3	C	3	7:08	Talk:Mouth		MG_PMJULIA
Wed Jan 12 12:09:11 2000	Train	3	C	4	11:30	Talk:Mouth		ScribbleColor
Wed Jan 12 12:09:24 2000	Train	3	C	4	11:43	Talk:Mouth		EyesTrackMou
Wed Jan 12 12:09:38 2000	Train	3	C	5	11:57	Talk:Mouth		Chase

Done Print Help

Path: Student Administration Tab > Programs > Actions Tab > Items > Basic Tab > View Log

Evaluating and Adjusting Programs

Evaluating Progress

Check the student's Train States Report. The Train States Report shows overall progress of the student by displaying the state of program items and help to answer the question, "*Are items being progressed?*" Look for items in the Random, Maintenance, and Proficient modes to ensure student progress. A student with no items advancing after significant training may not be progressing. Lack of progress may be in all or just specific programs. To determine the cause of poor progression, drill down into the student's Weekly Trial Results Report and Program Item Graphs and Logs.

Progression is highly dependent on the level of the student. A high functioning student should progress items quickly. A higher profile provides less drilling, enabling a student to progress items faster between modes. Lower functioning students generally progress items slowly. A lower profile provides more drilling, giving a student more experience with an item. A lower profile student progresses items at a slower rate. Over time as the student becomes a better learner, items will progress more quickly.

To determine if there are items in the untrained state, check **Untrained** only (all others should be clear). A student with a few items in the untrained state needs programs added to their training. Consider adding one or more programs.

To view a list of items ready for generalization in the classroom or at home, check **Maintenance** only.

Adjusting Program Content

A student's active training program is an important issue when monitoring a student's training. The student's Program Trend Report and Programs dialog box provide program content and status, and listing of each program.

The Program Trend Report provides a summary of Active programs and All programs. Select the desired view by clicking **Active** or **All**.

A program should be deactivated in the following situations:

- All items are at the proficient level
- Items are incorporated into another higher level or next step program
- You want to put the program on hold

A program can be put on hold if the student is not quite ready for the program, or has too many active programs and his performance is not at an acceptable level. The problem may be that he has too many programs for his level of use. You can add programs when he does not have enough content in the train mode or if he is doing so well with his programs that he can handle more programs. Consider the student's use in trying not to spread the student too thin. You could have too few trials on specific items per week to support advancement.

To add or deactivate programs, go to the student's Program dialog box and either add additional programs or toggle active or inactive program content for the student's training. The **Active** column displays "Yes" if the program is being actively trained, and "No" if the program has been deactivated so that it is not being trained.

Examples of Adjusting Training Based on Findings

Finding 1: A student's Trend Report shows the student is scoring too low across all programs.

- Try selecting a lower training profile from the Student Options dialog.
- Another option is to try deactivating programs for a student. The student may just be overloaded.
- Increase the use if insufficient use is causing trials to be too infrequent thereby causing poor performance.

Finding 2: A student's Trend Report shows that the student is scoring too high across all programs.

- Try selecting a higher training profile from the Student Options dialog.
- Try adding additional programs. The student may be able to handle more.

Finding 3: A student's Trend Report shows that most programs are within the target range except for one or more programs with significantly **lower** percentages.

- Try selecting a lower training profile for just the specific programs. Changing to a lower profile will automatically decrease the initial train step, and increase the advancement/fallback criteria.

For example, a student's Trend Report shows sixty-eight percent correct for the Objects 1 program, but all other programs are scoring between eighty and ninety percent. Try selecting a lower profile for the Objects 1 program.

Finding 4: A student's Trend Report shows that most programs are within the target range except for one or more programs with significantly **higher** percentages.

- Try selecting a higher training profile for just the specific programs. Changing to a higher profile will automatically increase the initial train step, and decrease the advancement/fallback criteria. Also, selecting a higher initial train step which decreases the amount of experience with an item is another possibility.

For example, a student's Trend Report shows ninety-eight percent correct for the Objects 1 program, but all other programs are scoring between eighty and ninety percent. Try selecting a higher profile for the Objects 1 program.

- Try changing the program mode for the specific program. For example, if the student's Trend Report shows ninety-eight percent for the Objects 1 Program, but all other programs are scoring between eighty and ninety percent, and the Objects 1 Program is in the Train mode, try changing the mode of the Objects 1 Program from Train to Random, where the items will be presented less frequently.

Finding 5: The student has few items that are untrained. This may be seen by reviewing the Weekly Trial Results report, and determining that almost all of a student's trials are in Random or Maintenance modes. You may also view the Student's Train States report and observe that for active programs there are few items in the untrained state.

For example, the Weekly Trial Results report shows that a student has performed 25 trials in the Train Mode, 185 trials in the Random Mode, and 103

trials in the Maintenance Mode. The student is running out of items in the Untrained state. The student's Train States Report should confirm this situation.

- Add or activate programs for the student's training.

Finding 6: A student's program items are not progressing through PL1 train steps and incorrect responses are distributed between the Prompt Levels. This finding is for specific program(s).

- Try selecting a lower training profile for just the specific program(s).
- Try selecting a lower initial train step for the specific program(s).
- Try deactivating the program(s) if the student is not ready to train this program(s).

Finding 7: A student's program items are not progressing through PL1 train steps and incorrect responses are distributed between the Prompt Levels for all of the student's programs. There may be a number of potential reasons the student has this situation.

- Try selecting a lower training profile for the student.
- Other possibilities are issues with the train step, program readiness, reinforcement, and the student's interest. Further analysis may be necessary to determine the exact problem.

Finding 8: A student's program items are not progressing through PL1 train steps and incorrect responses are strictly on the PL1 steps for specific or all program. The student is using the prompt but not paying attention to the images or cannot hear the difference in the SD.

- If the student is not paying attention to the images, then decrease the Distracter/Prompt Level Settings on the Student Options dialog. Try setting the offset to 10 for PL3 and to 1 for PL2, and the scaling to 75 percent for PL3 and to 90 percent for PL2. This would decrease the distracter vertical displacement and scaling to make it more difficult for the student to determine the correct item based on the prompt alone.
- If the student is having difficulties processing the auditory information then try changing the program SD mode to **Both** from the Program Options dialog. The student will then see and hear the SD.

Note: Not all programs support the **Both** option.

Finding 9: A student is progressing items to the Random mode only to have them slip back to the Train mode. If the student did not get sufficient experience in the Train mode then the data may show that items frequently slip back from the Random mode.

- Move the items back to untrained and lower the student training profile.
- Move the items back to untrained and decrease the initial training step only.

Note: An administrator may want to move items for some programs back if the student had an extended illness, absence, or another setback.

Evaluating and Adjusting Reinforcers

Reinforcer Influences on Performance

Observations of the student during reinforcement will be necessary from time to time to determine if the selected reinforcement is motivating. Other information that can also help is found in the reinforcer section of the Weekly Trial Results Report. This report will not necessarily indicate reinforcers that are not motivating to a student, but can show this for some students. What this report shows is the trial result following specific reinforcers and trial results following no reinforcement. Some students MAY perform worse or not respond following reinforcers that they do not like. If the performance of a reinforcer is substantially lower than other reinforcers then the student probably is not motivated by the reinforcer. Note that just because the performance is not negatively impacted, does not mean that the student likes or is motivated by the reinforcer. In general, this is a more meaningful report where the student is reinforced frequently, and is using the system a good amount.

Check **Reinforcers** to view the Reinforcers Summary of this report. Are there reinforcers for which trial performance is very low? Review the number of trials for data significance, and check previous weeks to see if the same reinforcers exhibit problems. Look for high incorrect or no responses. In the below report, there is not sufficient frequency of reinforcement to indicate problems with any reinforcer.

Data Category	Sub Category 1	Sub Category 2	T	C	I	N	RT
Reinforcers	No Reinforcement		302	84%	15%	1%	4.04
	BugsDay		6	83%	16%	0%	4.83
	Liner		7	100%	0%	0%	3.00
	MenDancing		8	71%	28%	12%	4.00
	CrazyBallsL2		6	83%	16%	0%	5.33
	Submarine		7	85%	14%	0%	4.71
	DancingBees		6	100%	0%	0%	4.83
	CrazyBallsL1		8	100%	0%	0%	4.75

Adjusting Reinforcers

Changing reinforcers can keep the student motivated to use the system. How often reinforcers are changed for a student is highly dependent on that student.

Some students will enjoy the same reinforcers for long periods of time. They like doing the same thing over and over and tend not to get bored. This is especially true for low functioning students but may apply to higher functioning students also. For low functioning students and students that are difficult to reach we want to start with these stim reinforcers. And then mix in other reinforcers to build familiarity and eventual enjoyment of a broader variety of activities. For example, if a student loves trains, you may first start with trains and then add something like circle pop to start shifting his interest from strictly trains to a broader variety of interests. Higher functioning students tend to get bored of activities more quickly so they need a larger variety of active reinforcers. The fewer active reinforcers, the more frequently you should change their reinforcers. For the most part you should just change a few reinforcers at a time.

Reinforcement frequency can also affect student motivation and use of the DT Trainer. Start with frequent reinforcement as appropriate for the student. If the student's performance is good and the student seems to be interested in the program, then decrease the reinforcement frequency. Increase the frequency of reinforcement if the student's interest seems to drop after a previous decrease in reinforcement. You change the reinforcement frequency by either changing the student's training profile or changing the reinforcement on the Student Options dialog.

Glossary of Terms

Applied Behavioral Analysis (ABA)

The branch of psychology that evolved from the research of B.F. Skinner.

Auto-Run

The normal method of training a student for a session. In Auto Run, the DT Trainer picks active programs and modes to train randomly but will not repeat any program mode until all programs and modes have been trialed.

Discriminative Stimulus

A command that tells the student what to do.

Verbal, Textual, and Both.

Discrete Trial Methodology

Discrete trial is a behaviorally-based intervention primarily used for teaching children with autism.

Distracter

An item used to provide the student with an incorrect alternative to the Target Item. A Distracter is used to determine if the student really knows the correct response

Fading the Prompt

The process of decreasing the degree of prompting from PL3 to PL1 during the Train mode.

Familiar Distracter

An Item the student has already trained. Familiar Distracters are more distracting to the student than Non-Familiar Distracters. Trials using Familiar Distracters are harder than trials using Non-Familiar Distracters.

Labels Function

The function that teaches the label of an image.

Maintenance Mode

A low intensity continuation of training. The item is now “generally known” to the student. An item that is in the “Maintenance Mode” is

presented to the student very infrequently. The Maintenance mode ensures that the student “remembers” the item.

Non-Familiar Distracter

An Item the student has not yet trained. Non-Familiar Distracters are less distracting to the student than Familiar Distracters. Trials using Non-familiar Distracters are easier than trials using Familiar Distracters.

Praise

The positive verbal feedback for a correct answer.

Programs

Educational content such as Objects I, Shapes, and Body Parts.

Prompting

Visual clues of position or size that vary in degree of difficulty. The visual clue is the vertical distance between one or more Distracters and the Target.

Prompt Level 0

The level with no prompting. PL0 is the easiest prompt level because the target item is presented alone so there is only one answer possible.

Prompt Level 1

The level of prompting at row 1. This trial for the student is the hardest because there is no visual clue indicating the correct or incorrect answer. Since the prompt has been eliminated, the trial is a discrimination task.

Prompt Level 2

The level of prompting at row 2. This trial for the student is harder than Prompt Level 3 because the vertical distance between one or more Distracters in row 2.

Prompt Level 3

The level of prompting at row 3. This trial for the student is easy because the vertical distance between the Distracters and the Target is at the highest level or farthest in distance. This is called PL3 because distracters are placed in row 3.

Random Mode

A less intensive continuation of training. The student has advanced the target item from the repetitive drilling of the Train Mode. The item is “familiar” to a student but not completely learned while in the Random mode.

Reinforcement

A student's reward for one or more correct answers.

SD

See Discriminative Stimulus.

Stim

An abbreviation for any usage of stimulation.

Train

Refers to the usage of repetition and rewards to “teach”. If an item has been “trained,” the student can identify and associate to some level, information such as a label, function, or sound with an item.

Train Steps

Levels of difficulty that an item progresses while in the Train mode. The number of distracter(s) it uses and at which prompt level (0,3,2,1) defines the level of difficulty. Step 0 is the easiest and Step 12 is the hardest.

Sounds Function

The function that teaches the sound associated with an item

Target Item

An item presented to the student to be trained that is always the correct choice.

Train Mode

A high intensity introduction to program items. An item is repetitively presented to a student through a series of 13 steps or levels of difficulty while in the Train mode.

Trial

A single task given to the student during training.

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